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ABSTRACT

The Oregon Small Schools Program, (an Elementary and Secondary Education Act Title III project) held a week-long institute in the summer of 1972 to demonstrate how construction can be individualized even with a large class load by organizing the curriculum and schedule so everyone can work at his own pace on meaningful projects. Given in this report are the major and concurrent presentations of the institute. Some of the major presentations dealt with topics such as the real challenge of individualized instruction, process learning, education in a changing world, new high school graduation requirements, and the input for planning. Some of the concurrent presentations given were on such topics as individualizing instruction in a small elementary school; individualized learning in practice; individualizing and humanizing science; the teacher's role in an individualized home economics program; scheduling and administrative organization; the retrieval-dissemination center; counseling in a small high school; individualized instruction in subjects such as language arts, mathematics, vocational business, and music; and scheduling for the improvement of instruction. A comprehensive account of the long-range plan for individualizing instruction in Oregon small schools is also given. (NQ)

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STEPS TOWARD GREATER INDIVIDUALIZING FOR SMALL SCHOOLS

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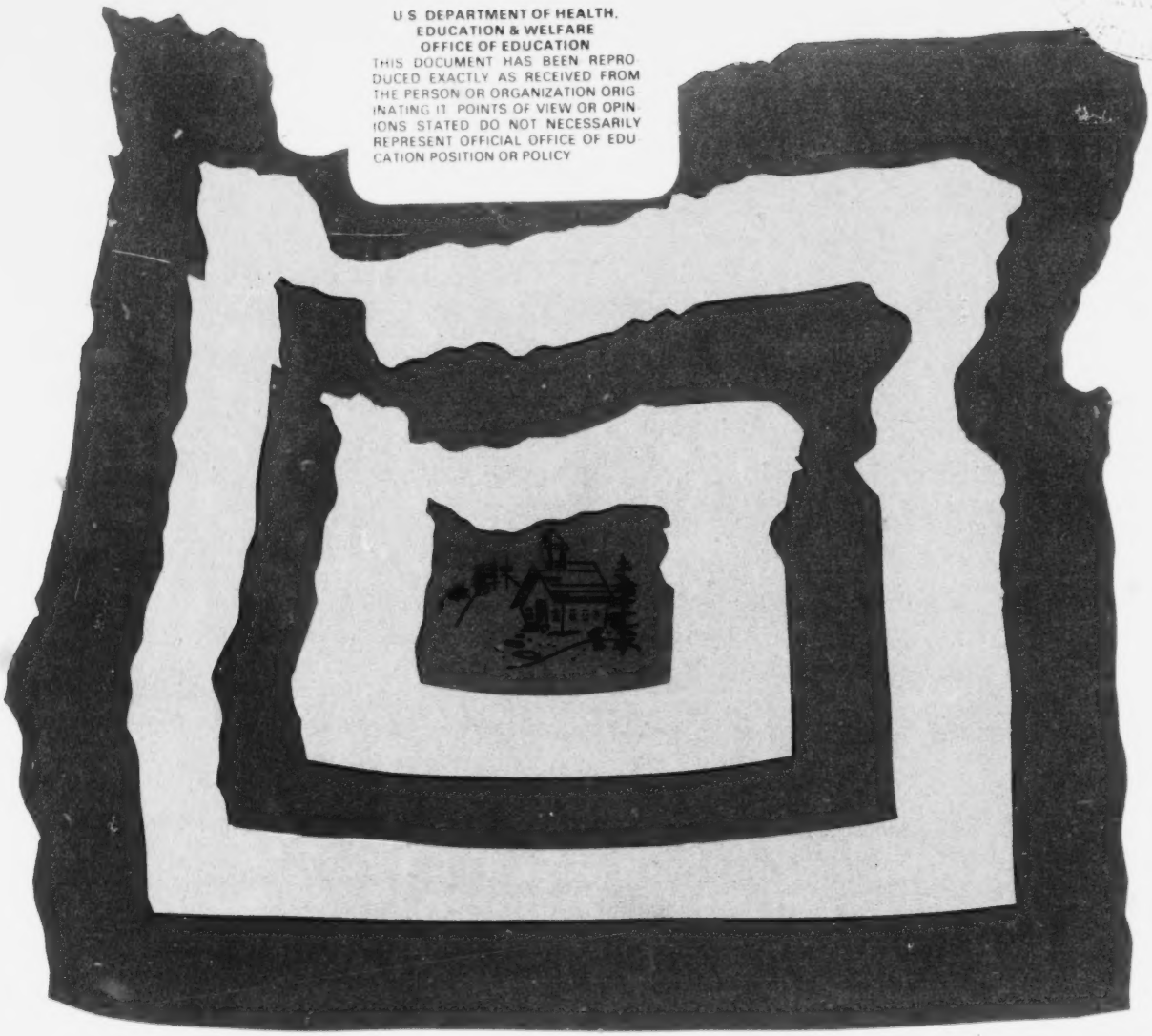

REPORT OF A SUMMER INSTITUTE JUNE 12-16, 1972 OREGON SMALL SCHOOLS PROGRAM

REPORT OF A LONG-RANGE PLAN FOR INDIVIDUALIZING

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STEPS TOWARD GREATER INDIVIDUALIZING FOR SMALL SCHOOLS

REPORT OF A SUMMER INSTITUTE

REPORT OF A LONG-RANGE PLAN FOR INDIVIDUALIZING

EDITED BY MILDRED BURCHAM

PUBLISHED BY OREGON SMALL SCHOOLS PROGRAM, AN ESEA TITLE III PROJECT • DONALD F. MILLER, DIRECTOR • IN COOPERATION WITH THE OREGON BOARD OF EDUCATION • DALE PARNELL, SUPERINTENDENT OF PUBLIC INSTRUCTION • 942 Lancaster Drive N.E., Salem, Oregon 97310 1973

FOREWORD

The 1972 summer institute Steps Toward Greater Individualizing was the biggest ever, and many felt it was the best of the Oregon Small Schools Program institutes. Our final enrollment figure was 450, and more than 200 lived on campus. Attendance the first day exceeded 500, necessitating a last minute change of location for the morning general session which was held at South Salem High School auditorium.

Jim Hargis, institute leader; the institute team, Jerry Martin, Chuck Barber, Herb Nicholson, and John Fessant; and the consultants who made major and subject-centered presentations all did an outstanding job. They made the institute an exciting workshop.

We found that instruction can be individualized even with a large class load by organizing the curriculum and schedule so everyone can work at his own pace on meaningful projects. Our participants worked through multi-media learning packages on the elements of individualized instruction or contracted to work on a specific project which would more adequately fill their needs.

It was, indeed, a week of interesting and exciting experiences for participants, consultants, and OSSP staff. Ultimately, the students in Oregon small schools will be the benefactors.

In a way, the 1972 summer institute was a crowning culmination to the six years of the Oregon Small Schools Program. Prior institutes had acquainted small school personnel with new and innovative thinking in curriculum, methodology, and administrative organization, a rich background for individualizing instruction. Over the years, many of these ideas had been introduced into our small schools, usually on an individualized basis rather than district-wide. A situation had developed somewhat similar to that in the Emperor Without Any Clothes story of Rowan Stutz, keynote speaker. The institute truly climaxed the preplanning, preassessment, planning phases of the Steps Toward Greater Individualizing, a long-range plan for district individualizing, carried on during 1971-72. May the good work so begun continue during 1972-73 in further planning and implementation.

It is our hope that this report will prove a useful reference tool for Oregon small school administrators and teachers as they continue their activities toward district-wide individualized instruction. Although many pages are devoted to the major and concurrent presentations of the institute, there is also a comprehensive account of the long-range plan for individualizing instruction in Oregon small schools.

The Oregon Small Schools Program staff are ready and willing to assist participating schools in their attempts at individualizing instruction locally during this last year of the current ESEA grant.

Donald F. Miller, Director
Oregon Small Schools Program

ACKNOWLEDGMENTS

We extend to the following individuals and agencies our great appreciation for their generous assistance in making the 1972 summer institute an outstanding event:

Jim Hargis, Institute Leader, and the institute team, Jerry Martin, Chuck Barker, John Fessant, and Herb Nicholson for their long hours and enthusiasm both during the institute and in the planning sessions during the spring.

Dave Lewis and Ron Holloway for their cooperation in rearranging facilities for the institute to accommodate our large enrollment, and Kevin Sell for the excellent meals.

Salem School District for the use of the South Salem High School auditorium for the opening session.

Educational Service Center, Marion County Intermediate Education District, for the use of audio-visual equipment.

Pauline Smith, Doney Hall housemother, who was awakened many times by people who had inadvertently locked themselves out of their rooms.

Martha Spenst, head housekeeper, who, at the last moment, had to prepare an additional dormitory for our use.

ATTENDANCE HONORS

These people have attended every OSSP summer institute, beginning in 1966:

George Fenton, Principal, Pine Eagle High School, Halfway
Bernice Payne, Business Teacher, Dayton Junior-Senior High School
Lyle Rilling, Superintendent-Principal, Jefferson
Robert Savage, Superintendent-Princiapl, Unity
Lucy Susee, English Teacher, Harrisburg Union High School

MATERIALS FROM 1972 SUMMER INSTITUTE

REEL-TO-REEL AUDIO TAPES (3 3/4 IPS)

Bech, Retrieval--Dissemination Center
Bliss, Individualizing Elementary Science and Individualizing the Secondary Science Curriculum
Cochrane, Individualized Home Economics
Cowger, Process Learning
Dale, Scheduling for Individualized Instruction
Georgiades, Secondary School Scheduling and the Pontoon Transitional Design and Inspirational Speech for 1972 Summer Institute
Hargis, There's More to Individualizing Than Just Packaging
Herbert, The New Graduation Requirements
Martin and Barker, Input for Planning
Pack and Figg, Individualizing Secondary Social Studies
Pack, Figg, Smith, Continuous Progress School District
Panel, Conference Summary for 1972 Summer Institute (Friday)
Panel, Response to Audience Questions (Monday)
Parker, The Library a Key to Individualized Instruction
Parnell, Welcome for 1972 Summer Institute
Royer, Continuous Progress Language Arts
Stutz, Keynote Address for 1972 Summer Institute

CASSETTE TAPES

Georgiades, Inspirational Speech for 1972 Summer Institute
Hargis, Questions and Answers on Individualizing
Pack, Smith, Figg, Urbandale: Continuous Progress District

VIDEO TAPES (1/2 inch EIAJ Format)

Cowger, Process Learning
Georgiades, Inspirational Speech for 1972 Summer Institute
Hargis, There's More to Individualizing Than Just Packages
Herbert, The New Graduation Requirements
Martin and Barker, Input for Planning
Panel (Monday), Response to Audience Questions
Parnell, Welcome to The 1972 Summer Institute
Stutz, Keynote Address for 1972 Summer Institute

All the above materials are free to participating schools on request from the Oregon Small Schools Program, 378-3133.

CENTER FOR EXCELLENCE IN EDUCATION (University of Southern California)

These publications were mentioned by Doctor Georgiades. They are

available on loan from the Oregon Small Schools Program, or may be ordered directly from the Center of Excellence, at 75¢ each.

Anderson, Planning a New High School with Pontooning as the Educational Design
Burke, Variables to be Considered in Planning for Educational Change
Clark, Preparation of the Staff for Utilizing the Pontoon Transitional Design
Clark, The Selection, Training, and Effective Utilization of Instructional Aides
Georgiades, Individualized Instruction System Rating Profile
Georgiades, A Continuous Progress Approach to the Teaching of Language Arts
Georgiades, Selected Annotated Bibliography on Individualized Instruction
Georgiades, The Pontoon Transitional Design for Curriculum Change

MANZANITA MATERIALS

Packets will be sent to each elementary school that requests them (one set per school). Individual requests cannot be met due to printing costs.

Each packet includes samples of hierarchies of math and reading skills, behavioral objectives, pre- and post-tests.

URBANDALE MATERIALS

Samples of the Urbandale, Iowa, materials are available. Their large curriculum manuals on primary and intermediate language arts, primary and intermediate mathematics, elementary social studies, and elementary science may be borrowed from the Oregon Small Schools Program office, or purchased directly from Urbandale Community Schools, 7101 Airline, Urbandale, Iowa 50322. Cost of these manuals is $3.50 each.

EDUCATIONAL ASSOCIATES (P.O. Box 4806, Milwaukee, Wisconsin 53215)

The following instructional packages designed to individualize instruction are available from Educational Associates at 22¢ each (these made up the package distributed at the 1972 summer institute):

- Introduction to an Individualized System
- Writing Behavioral Objectives
- The Learning Domains and Objectives
- Instructional Packages (a suggested format)
- Monitoring and Reporting Individual Progress
- Key Considerations in Implementing an Individualized System
- Planning for a Continuous Progress Curriculum
- Prescription sheets (free, but must be requested)

Audio cassette tapes, two filmstrips, and printed materials to accompany the packages are available from the Oregon Small Schools Program office.

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THE REAL CHALLENGE

Dr. Dale Parnell, Superintendent of Public Instruction

I want to thank all of you for coming. I am delighted that you would take your time to come and spend this week together. This certainly speaks well of your professionalism, your desire to help move the schooling process a few miles up the road in Oregon. I do think it is moving; many of you are helping to lead the way. And I want to thank Don and Barbara Miller for their leadership in the small schools project. They work so hard and so well behind the scenes. I think this is the first time, publicly, I have had an opportunity to say, "Thank you, Don, for your work. We really appreciate it."

I think sometimes my position is a bit misunderstood in relation to small schools. I have long been a supporter of them and could show you a few battle scars to prove it. We need more school district consolidation in the state. My position in this regard is often misunderstood because I also think school districts can get too large. If it were left to me, alone, I would probably split the Portland school district into three or four school districts. But I also think a district can be too small as a management unit. My position has always been that we need small learning units and small schools, but we don't necessarily need small school districts as such. I have never deviated from this position. There is a lot of difference between a small school and a small school district.

I am trying to resolve the school finance problem, not alone, but with your help and the help of a lot of other people because I think it's the most pressing governmental issue facing us in Oregon. I have come to the conclusion that we really cannot resolve it as long as we have 340 school districts, school management units; 29 intermediate units; and 7 different kinds of school districts. This complexity, when we rely upon property taxes as our financial base, makes an almost insolvable problem.

This morning, we have 39 school districts that still do not have a tax levy to balance their budget. Thirty-nine school districts still (in the middle of June) do not know how long their next school year will be. Each year this situation gets worse. Last year it was October 1 before all school districts were able to get a tax levy to operate their schools. There is no question in my mind that this is a miserable way to operate any kind of system. I cannot believe that the public really wants it; I cannot believe that it does any good for anyone--young people, particularly, and the teaching-learning process in particular.

And so, at the top of the priority list, as far as I am concerned, is the resolution of the school finance problem in the 1973 legislative session. I think it is absolutely essential that we find a

better way. I am happy to report this morning that a number of groups are working on this problem. Business, industry, labor, and citizens all across the state recognize the importance of this issue. I am confident and optimistic that we can resolve it with your help.

Not only must we resolve the school finance dilemma--anyone who thinks it is not going to take more money to operate schools is only kidding himself--but we also must do what you are doing this week: look at how we can improve.

I have a running correspondence with a number of people in the state, and I have one particular correspondent that I value. This is a man by the name of Giles French. Well, Giles has long been an ardent critic of the schooling process of the state. He was a legislator for a number of years. He is in his eighties now, and he has the most pungent tongue of any man I have ever known. I admire this man, but I do not always agree with him. My last letter from Giles came just a few days ago and I want to share it with you.

Dear Dale:

Yesterday I attended the eighth meeting of the small schools at Boardman directed by Don and Barbara Miller. I had understood that it was to be something like a similar meeting held recently at Pendleton where the emphasis was on high schools. This one concerned itself mostly with elementary schools.

My present reaction is that I received a preliminary understanding of what may be wrong with schools: it must be teacher training.

You know that almost any science can be understood by an average mind if the nomenclature is eliminated; there is not much of a mystery in the classification of rocks, nor the reasons therefore, if you throw away the Latin names. Most of the lessons of psychology are known to millions of grandmothers and in much simpler and often more understandable terms than professors use. In other words human knowledge need not be that confused.

It is the professors that have confused learning and made it fearful. It isn't so bad as it is made to appear. No wonder children rebel. Not at the learning; at the nomenclature.

So education has become a sort of pseudo-science with a nomenclature that repels. The young men and women who are practicing the art (I doubt if it is a science) know that there is a lot of hokum about it, hokum that has nothing to do with the job of facing a roomful of kids and trying to improve their knowledge.

Apparently the latest bit of nomenclature is Individualizing. Your Mr. Hargis repeated the word over and over by way of video-

tape. If there was anything new in it, I am way ahead of the class, which should not be true. I asked an experienced teacher if it was true that some teachers stood up and talked day after day without noting that some boys might be behind in their understanding, and she said it sometimes was true. Hargis would say they were not Individualizing. If such teachers there be, there should be some way of eliminating them without causing the teachers' union to go into battle.

Years ago we were told it was necessary to have a graded school to properly educate our children; now we are being told that we must have an Individualized school much akin to the old one-room school in the matter of personal attention to backward Johnies.

Now I started school where all eight grades (maybe one or two missing) were taught by one teacher, who, incidentally had just finished the eighthgrade. I learned enough to enter the graded school when we moved to town. I remember no sense of deprival in either. What I am leading up to is to say that graded school or Individualizing are not the important classification: it is the teacher that is important.

Oregon may need a program of teacher elimination or we will be saddled with a new teacher program of special teachers for Mr. Hargis's Johnny who should have failed sixth-grade arithmetic.

The teachers, nearly all young and so far as I could observe all attentive, listened with the dedication that they had to show evidence to pass teacher training. And privately they were scornful. Do you ever awake at night with the awful thought that really, after all, there is nothing much important in all education but the classroom teacher; that all the nomenclature, all the training classes are serving little purpose. If you have good teachers, you have a good school and that even the best county and state administrations can add little other than perhaps screening out the bad teachers. But maybe such doubts never arise. I remember what Horace Mann said about schools: "the best school is a teacher on one end of a log with a pupil on the other."

There should be some way to get teachers to pay attention to Johnny's slowness in sixth-grade arithmetic without coining new words to add to an already surplus of nomenclature. Individualizing--all seven syllables of it--a whole mouthful, and all I gathered that it meant is good teaching. So we had our lesson.

I would have liked to have sat in on a session more pointed toward high schools. If the Pendleton session was correctly reported, we are now in the process of giving the final blow to the Boston Latin School. If you can't lick 'em, join 'em; if

you can't teach 'em what they'd ought to know, give a diploma for what they already know. Well, government does a lot of that. But it makes an elder rather sad.

Incidentally the Millers were efficient.

Giles

I do agree with Giles. I think that he has touched on the crucial issues, especially on one, I hope we never forget it, that is crucial, a part of the teaching-learning process of the teacher. That is what it is all about, the teaching-learning process. That is my dedication, and I am sure that it is your dedication. That is what this week is all about.

We have pointed out to many schools of all sizes in this state the many things they can learn from this project, from your work, and your efforts. I hope that at the end of this week, we can have much that we can validate and disseminate to other schools and school districts of all sizes that will improve the teaching-learning processes. That is what it is all about--the student and the teacher--and that is what individualizing really means.

The only problem with Giles, and he has over simplified it, is that it is just not that easy. You and I know it is not that easy--to try to meet the needs of all the kids of all the people amidst all their diversity. That is the real challenge. Thank you for taking on the task. I look forward to your work.

"BUT THE EMPEROR HAS NOTHING ON!"

Rowan Stutz, Northwest Regional Education Laboratory

As you probably know, I now work with a fine group of people at the Northwest Regional Education Laboratory in Portland. We are working on our curriculum for teacher development strategies. (I hope that there will be some moments today when you can chat with the Northwest Regional Lab people who are here.) We are working on the development of some products that are meant to help you do your thing as you begin to individualize or continue to individualize instruction. We need as much feedback from the field as we can get. You will be discussing, throughout the week, next steps toward greater individualization. We would like our development work to effectively support that goal. I've chosen to entitle this keynote address, "But the Emperor Has Nothing On!" or "What Will the Emperor Wear Next Year?" or you can choose your own title if you care to.

You will recall a well-known Hans Christian Anderson fairy tale that tells of an emperor who was so fond of his new clothes that he spent all his money on them. His favorite activity was walking in the park showing off his latest costume. He had a different one for every hour of every day. But one day, two swindlers came to the great city in which the emperor lived. They told everyone that they were weavers and knew how to weave the most beautiful cloth in the world.

"The colors and patterns of the cloth," they said, "were most delicate. The cloth had a mystical quality about it; the material would seem invisible to those who were either unsuited to the office that they held or very stupid."

When the Emperor heard about this wonderful cloth, he gave the swindlers a great sum of money to weave for him some of the beautiful fabric and to make for him a costume from it.

So the weavers set up their two looms in a place in the palace that had been designated for them. They pretended that they were very busy with their looms. From time to time, the Emperor sent some of his loyal ministers to inspect their progress. Each one, upon viewing the empty looms of the busy weavers thought, "'Merciful heavens,' can I be that stupid? I can't see anything." But when urged by the swindling weavers, they covered their assumed stupidity with a report to the Emperor that the material was exquisite and the colors and designs most unusual.

The reports grew increasingly glowing. Finally, the Emperor himself decided to pay a visit to the weavers. Accompanied by a group of special courtiers, among them those who had already seen the imaginary cloth, he went to call upon the two weavers with their hands busily at work in the empty air above the looms.

"Isn't it magnificent?" cried the loyal officials who had been there before.

"Look at the amazing patterns, your Majesty, and the colors."

"What can this mean?" thought the Emperor. "I see nothing at all. It's terrible. Am I a fool? Am I unfit to be an Emperor? Nothing more dreadful could happen to me." But at last, he said, "It is handsome indeed. We approve," and he gazed at the empty looms. He too would not admit that the cloth was not there.

As you know, the weavers continued their pretense even to cutting and stitching the garments for the Emperor. The widely proclaimed day arrived when the Emperor would appear in the park with his new costume. Can you imagine the Emperor walking forth in his underclothes, the chamberlains holding high the imaginary train, and all walking under a splendid canopy?

The people cried from the streets and the windows, "Behold our Emperor. How wonderful and beautiful his clothes. See the royal train." No one would say that he could not see the new clothes for that would have meant that he was unfit for his office, or that he was stupid.

Suddenly a little child cried out, "But he has nothing on!"

Apparently, in that particular city, on that day, they had not stopped listening to their children, for soon everyone was crying, "The Emperor has nothing on." And what of the Emperor? Well, he behaved rather typically for a leader caught in a farce. He trembled for he knew that they spoke the truth.

He told himself, "The procession cannot stop now. I cannot let the people know how easily I have been duped." So he walked on more proudly than before, and the chamberlains followed holding high the train which was not there.

What possible relationship could this story have to individualization of instruction? Let me suggest that, sometimes, the individualization practices that we engage in have about as much substance as the Emperor's clothes and are employed because they make us appear up-to-date and fit for our calling as educators. At times the children that we are serving and the patrons to whom the schools belong shout to us, "But the Emperor has nothing on."

Sometimes when they do, we act like the Hans Christian Anderson emperor. We walk on down the street in seeming pride knowing they are right, but we lack the courage to admit that we have been duped.

Your willingness to give up a week of your summer to attend this institute is convincing evidence that you are among those who are not blind to the need for improved learning opportunities for our youngsters. Nor are you satisfied all the time with the way things look. Such a great turnout is certainly a testimony of the group's commitment to the improvement of learning opportunities for rural students.

Your rural school improvement methods within the small schools project have emphasized the individualization of instruction. I think it is very appropriate that they should for it is generally agreed by rural education analysts that the most limiting feature of small rural schools, as they traditionally operate, is too much imitation of their large urban counterparts and a lack of alternatives and options in learning opportunities available to youngsters. Because so much of your efforts over the years has been aimed at individualization of instruction, and because this institute program is devoted entirely to greater individualizing, I thought it would be appropriate to begin our week's work together in the analysis of some efforts to individualize, to assess the qualities from which they are fashioned, and to see if we can learn some lessons that will help us tailor even better wardrobes of individualization processes--so our emperor can stand the scrutiny of both students and public.

As I look at past attempts to achieve individualization of teaching, I find they generally rest upon the assumption that there exists at any given educational level a sixth body of subject matter which is worth learning. Some pupils learn the prescribed content rapidly, others learn it more slowly. The teacher's major preoccupation has been with the rate of learning, how much, and how fast. As early as 1916, psychologist Terman suggested a need for differentiated courses of study to permit each student to progress at a rate normal for him, whether that rate be rapid or slow. He proposed to teachers that they measure out the work for each child in proportion to his mental abilities. As might have been expected, attention soon focused upon the extremes of giftedness and slow learning, a consequence which still remains.

In their 1925 yearbook, the Department of Superintendents of the National Education Association recommended that the general core of subject matter which should prevail throughout the nation for the first six grades be modified in content and time allocation to provide for individual and community differences. Meanwhile, a curriculum authority in the 1920's advocated determining curriculum for the brightest pupil first, then modifying it for the average group, and simplifying it for the slow ones. A 1932 national survey of secondary education revealed that in more than 11,000 high schools individual differences were being cared for chiefly by genius grouping, unit assignments, and problem and project teaching methods.

A few years later, ability grouping was found the commonest method of attempted individualization of instruction. In addition, schools were adjusting their courses of study to the needs of slow and rapid learners. They were preparing special courses of study for retarded children, developing remedial programs, using autoinstructional materials in the form of workbooks and individual assignment sheets. However, the activity program of the same era, tended to discourage ability grouping by promoting the idea that each pupil should be permitted to contribute to a heterogeneous group according to his abilities and interests.

Since 1930, the rate of learning has continued to be of central interest to persons advocating various plans for individualizing instruction. Most of today's efforts to individualize instruction in our rural schools have been aimed at standard content mastery and socialization through self-pacing, differentiated materials, optional paths, homogeneous grouping, flexible scheduling, and individual help which often had some success in providing higher levels of mastery by some students.

Many students have been brought up to grade level in reading and arithmetic. Students with unique language problems have been given special attention. Through the use of behavior modification techniques, many students whose antisocial behavior was interfering with their learning have been helped to become better adjusted to the school environment. Bright students have been helped to reach education objectives sooner. To achieve education objectives, remedial instruction has been arranged for slow students. Compensatory education has been prescribed for those whose backgrounds seem to poorly equip them for success in school. These are all strategies of the general movement to individualize instruction for mastery and socialization.

Benjamin Bloom said a few years ago that it is entirely feasible to expect 90 per cent of all students to reach criterion level in any educational objective by doing four things: (1) providing clarity of cues for students, (2) varying the amount of practice and participation to individual students, (3) fitting the frequency and intensity of reinforcement to individual differences, and (4) varying the time available for learning.

This emphasis upon mastery and socialization is being dramatically reinforced today by the new stress being placed upon performance criteria, behavioral objectives. Accountability, the new model for educational planning, has efficiency as its guiding principal. Objectives are predetermined, the program is developed to meet the objectives, and curriculum and instruction are evaluated on how the objectives are met. The selection of objectives is strongly biased in the direction of easily replicable, highly qualifiable, readily describable often ambiguous, statements. However, it is becoming increasingly obvious and challenging to educators, students, and

citizens throughout the country that there is more to education than mastery of standard content and the pursuit of standardizing objectives.

Learning is personal. Unstandardized human diversity is a quality to be esteemed, not regretted. Variability and individuality should be nurtured, not suppressed. Unquestionably, increased individual responsibility, commitment, and social competence are needed in our society. In a free society, this is best accomplished when the members of that society discover, develop, and release their individual and unique potential.

When diversity rather than conformity becomes the organizing principal of individualized instruction, and when self-actualization rather than socialization becomes the thing, we are faced with quite a different set of issues and challenges. The whole question of educational objectives takes on an entirely different light. We are forced to the painful realization that the objectives of education are necessarily general, that they are idiosyncratic, and they are alterable. We are forced to recognize that children have goals of their own and that the satisfying pursuit of these individual and diverse goals is the real essence of individualized learning.

May I therefore suggest that the next step toward individualization of instruction in small rural schools of Oregon, most appropriately, be directed to accepting those conditions and making those arrangements that will allow individuals and/or small groups of students to pursue objectives that are important to them, that square with their values, that recognize diverse life styles, that express and value cultural differences, and that accommodate their unique and varied empirical backgrounds.

However, diversity of schools, curriculums, teaching, organization, and objectives must not mean a lack of purpose, a lack of organization. Diverse plans can coexist, alternative curriculums can operate side by side, divergent outlooks can be shared and be characteristic of the same society and still retain the vital pride of each one's differences. Diversity looks to the kind of ideal expressed by Louis Adamic and others who saw in America not a bland melting pot in which one's identity was lost to the larger society, but a nation in which the identity of individuals and groups would be encouraged and preserved for the benefit of all. Our rural schools can respond to this ideal by individualizing learning and instruction.

Such a humane approach to education will place some demanding requirements upon the curriculum, upon teacher competencies, and upon operating procedures in the rural school. The curriculum must allow students to pursue goals that are important to them and to efficiently learn what is needed to accomplish these goals. Teachers must be capable of providing help that increases the learner's commitment to his task, and physically, adequate resources, freedom of movement,

and a pleasant working environment must be provided. Such a school would have a program of instruction that engages students productively and independently in the systematic and sequential development of important behavioral competencies.

Such competencies would include abilities to make decisions based upon previous experiences of himself and others, to anticipate consequences of alternative ways of behaving, to execute decisions, and to perceive the consequences of his own activities. These competencies would enable rural young people to act positively, purposefully, and consistently with their personal goals as they become competent craftsmen in building their own lives.

I've prepared a two-page handout (see pages 14-15) which deals with a curriculum that engages a student in learning tasks important to him. It mentions instructional materials which allow the student to productively pursue a wide range of want-satisfying activities. It speaks of teachers who competently use techniques for influencing learner engagement in tasks. It mentions an appropriate physical setting which permits flexibility in organizational patterns and facilitates student movement. It deals with a working climate marked by good personal relationships, with management systems, and with verbal interaction patterns that need to exist between teachers and students, and among students. Unfortunately, many of these conditions for self-actualizing educational opportunities do not exist in our small rural schools, if in fact they exist anywhere.

The rigid program which fails to take into account wide diversity in student backgrounds, interests, and needs; the standard curriculum which is inappropriately patterned after the larger urban and suburban schools; the paucity of appropriate instructional materials make it difficult to initiate the kinds of arrangements required for greater individualization. There exists, therefore, a critical need for a major development effort that will provide a model and the material for the kinds of curriculum called for, training materials and activities for helping teachers and administrators acquire some important new competencies, and organizational patterns for rural schools that facilitate student movement, encourage the use of community resources, accommodate individual differences, and nurture human diversity. These are some of the changes that need to occur if your next steps toward greater individualization are in the direction of individualized self-actualization.

Equally important as the changes that must be made, are the strategies that must be employed in making these changes. Analysis of our past attempts to improve rural education reveal that many excellent innovations have had a short life and seldom outlasted their chief advocate for two main reasons: (1) the changes were piecemeal or just add-ons; (2) very few people were involved in the decisions to make the change. So it is critically important, as you take the next steps toward greater individualization, that you give serious attention to

the strategies of change that you employ.

Let me suggest three strategies, not alternatives, which together make up an overall strategy for rural school improvement. First, a community involvement strategy that gets citizens involved in a systematic process of problem solving, engages them in identifying and analyzing problems, searching for alternative solutions, and planning new school programs designed to implement their solutions. Second, a staff involvement strategy that engages the staff in systematic processes in solving problems related to the operation of the school, organizes the staff into inquiry teams around clusters of decisions, and places them on teams with citizen and student representatives. Third, a support agency strategy that trains the state education agency and intermediate district personnel in skills for helping local schools and school districts which engage in problem solving. These, then are my suggestions for next steps toward greater individualizing. First, a search for and/or the development of practices and materials that will enable students to engage in learning tasks that nurture diversity and build decision making competencies as they pursue goals that are important to them, and secondly, the utilization of changed strategies by involving citizens, educators and students in deciding together what improvements need to be made and how to implement them, and thereby developing a sense of ownership and commitment that will bring life to promising new practices.

It is to the development of the educational products needed for these times, our next steps toward the improvement of rural education, that the Northwest Regional Education Laboratory is committed for the next five years. So as you take steps in individualizing instruction away from an emphasis on mastery and socialization toward self-actualization and competence in decision making, and as you employ strategies that point toward greater involvement and participatory decision making, we will be proud to become your colleagues in this challenging and exciting endeavor.

Perhaps as you approach this task, it will become monumental to you. Remember there are some excellent resource people at this conference who are willing to help, and that you can talk to. If perchance you want to talk to us, you will find we have attentive ears, understanding hearts, and willing hands. We don't profess ability to perform miracles, but we have great confidence that together, a development laboratory and creative practitioners, we will have competencies to bring about learning opportunities for rural students that will be clearly visible to the students engaged in learning and the citizens who pay for them.

About all I can say at this moment then would be, "Try it, you'll like it." Well, you are going to try it, and you are going to like it, and you are going to bring forth great innovative practices as you take the next steps toward individualizing instruction.

INDIVIDUALIZING FOR SELF-ACTUALIZATION

1. A curriculum that engages a student in learning tasks in which--
   - He is trying to do something he wants to do.
   - He makes real adjustive responses and movements.
   - The consequences of his responses affect him.
   - He perceives the effects.
   - The effects reinforce or modify his conceptual and motor patterns.
2. Instructional materials which--
   - Allow students to productively pursue a wide range of want-satisfying activies.
   - Are in the form of small modular units that have captured in intellectually honest ways the phenomena of man's interactions with his environment.
   - Will accommodate differences in cognitive style and competence.
   - Permit students to obtain needed competencies and instrumental concepts.
   - Are adaptable to almost any sequencing that is appropriate to the needs of individual children (Resnick, 1971).
3. Teachers who competently use techniques for influencing learner engagements in these tasks (Woodruff, 1971). These techniques--
   - Emanate largely from the task in which the student is engaged and reinforce responsible behavior.
   - Elicit perception, concept formation, choice of responses, execution of responses, and perception of response consequences.
   - Keep the student's attention on his task and not on the teacher.
   - Keep information dispensing and direct control to a minimum.

4. An appropriate physical setting which--

   - Permits flexible organizational patterns.
   - Facilitates student movement to specialized work stations, useful resources, and into the real world of the community and out-of-doors.
   - Provides a variety of specialized work settings.
   - Is aesthetically stimulating.

5. A working climate marked by--

   - Good personal relations.
   - Obvious teacher commitment to the work.
   - Diagnostic and remedial attention to students as needed.
   - Reinforcement of productive behaviors.

6. Verbal interaction between teachers and students and among students in which--

   - Students do most of the talking.
   - The talk is about things they understand.
   - Verbal data and information are kept subordinate to concepts and limited to those that are useful in behavior.

7. An information management system which--

   - Provides students with information they need to locate and retrieve learning resources that are appropriate to their goals.
   - Provides teachers with information about each student and the progress he is making toward achieving the goals he has set.
   - Provides students with information about how well they are doing in developing the competencies to which they aspire.

PANEL RESPONSE TO THE AUDIENCE ON MONDAY

Dr. Dale Parnell, Superintendent of Public Instruction
Rowan Stutz, Northwest Regional Education Laboratory
James Hargis, State Department of Education, Institute Leader
Don Miller, Oregon Small Schools Program, Panel Moderator

Will there be an interest area consultant available in physical education?

MILLER: We do not have a specific person assigned to physical education. In our preregistration, there are very few physical education people. We do have Bob Sauter here from Lost River who worked with physical education people last year on the contract method. We also have some other people here with whom I can put you in touch.

Are behavioral objectives really on the way out? Is there a next step? The way things are going, we will only get to step three on objectives before the next idea is pushed.

HARGIS: I would like to give you briefly a little of my philosophy. I believe that the American system is based upon achieving to a certain point and then looking for a new horizon. We look at things such as team teaching, and a lot of people feel that team teaching was something that came along a few years back and is no longer with us (I would have to disagree with this). We have such things as team teaching, and a lot of people feel that team teaching was something that came along a few years back and is no longer with us (I would have to disagree with this). We have such things as team teaching, as differentiated staffing--many concepts of this type--which we pushed for awhile. Then it appears that we backed off and forgot them. This is not so.

I believe that behavioral objectives are here to stay. Whether we call them behavioral, performances, or whatever, we are really speaking about measuring learner outcomes, getting away from emphasizing teaching and what the teacher will do to emphasizing what the learner is to learn. There is a difference. In my opinion, behavioral objectives are here to stay. They have been around for ten years; it is really not until this point that most of us are getting on the bandwagon and learning how to like them and, more importantly, how to use them effectively.

PARNELL: There is no question in my mind that other good teachers have been using behavioral objectives for years, so there is nothing new about them. I would see the emphasis in this area with us a long time because it is related to accountability.

Accountability, to me, does not mean working harder, it means working smarter. It does not mean more rigidity, it does not mean a

lockstep. It just means what do we promise to do in education and did we deliver on our promises. That may be an oversimplification, but really that is what it means; what do we intend to do, what do we promise to deliver, and then how well did we deliver? Did we do what we said that we were going to do?

I'm talking now about schools and the school system rather than an individual classroom. I find a lot of people who ignore one major question in the subject of behavioral objectives and accountability, who have always looked, I think, to things measured by outcomes. I am not sure that we have to concentrate only on the things that we can measure. At this point in the development of the schooling process, there are some things that are fairly easy to measure. But there are some things that we cannot measure.

There are some good accountability questions in these areas such as: Do we seek the best in people, do we really? Does this practice really bring the best out in our students? Does it bring out the best in our teachers and in our teaching staff? I am not sure in my own mind that the way we grade students presently really brings out the best in students, or teachers, or administration, or parents. I think it is an accountability question we have to ask ourselves. I am not sure how you can really measure that as we normally think of ordinal kinds of measurement. It is measurable in the sense that we can ask questions. If the Gallop Poll can take 1,500 people across the country and decide how some issue is going to be decided within a 1 or 2 per cent error of possibility, we ought to be able to do something similar with our students.

HARGIS: One question that normally comes up, which a lot of teachers ask, is: "Well, how can you really measure what I am dealing with? There are a lot of things besides content such as student feelings, appreciations, interests?" I thoroughly agree that these are difficult to measure. I even question whether we really want to measure them. I think the implementation, or how objectives are used, is important.

There are different ideas on how they are used. Some people feel that once we lay out our objectives for a given class every student has to jump through the same hoops, meet the same objectives. I would disagree with that. We have to have different levels of objectives for different student abilities. We have to identify what these are.

It is difficult to measure feelings and attitudes and the things that deal with the affective domain. We can merely write objectives that deal in an activity that the student would be involved in, in which he would have a chance to express how he feels about a poem or a piece of literature. We do not grade him down because he gives a different feeling than we would like him to express or what we feel the author was trying to get at. There is a knack in writing objectives. This is one of the things you will be exposed to this week.

STUTZ: I am sure that behavioral objectives have been with us as long as I have been around, and they are here to stay. I am concerned about some of the important unresolved issues related to them: Who makes them? for what purposes? which behaviors? what are the implications? Does methodology lose its importance as we put more emphasis on behavioral outcomes? Do we need the same objectives for everybody? Some of these issues are not resolved. They are pointed up more dramatically and become more critical as more emphasis is put on accountability by behavioral objectives. I have great concern about the pressure that is on us to word common objectives, which usually smack of increased socialization and accountability, and about objectives that tend to move us out of the realm of objectives that are hard to measure into the realm of those that are easy to measure. Some of those issues have to be resolved as we deal with behavioral objectives.

What proposal will you make to the legislature to change the system of financing Oregon public schools?

PARNELL: I think the first thing that we are going to do is to develop a plan of action that broad segments of the population can support and with which we can go to the 1973 legislative session.

One of the problems in all legislative sessions is, that with something as complex as revising a tax structure and as complex as school finance, everybody comes in with a plan. Consequently, they divide into warring camps, and nothing is done. My contention is that financing Oregon schools is a nonpartisan issue.

In the sense that we must resolve the system of financing our schools on a nonpartisan basis, irrespective of party, we need to back a plan. The first part of that plan is electing people in November who feel a sense of urgency about this problem, who are committed to resolving it. Hopefully, we can have outlined a plan which is rough and skeletal before the November elections. If we do not go into the session with votes committed and a sense of urgency in this commitment, there is not a chance of anything happening in the 1973 legislative session.

It must be resolved at the November polls. So the first part of the plan, and that is where you can help, is to ask legislative candidates how they feel about school financing and try to get some gauging of their sense of urgency. If they feel like everything is pretty good right now, and if they sort of like our present system, ask them a lot of serious questions.

The second part of this plan is to resolve the issue early in the 1973 session. Last session we were able to get some action on it early; I appreciate those legislators and leaders that brought this about. The same thing must happen this next time. If we wait until the last days of the session to resolve it, we are either going to come out with a bad solution or no solution at all.

I am going to be working very hard to get an early resolution to this problem, even if we need to go to the people. It is very likely that we will do so with elements of any solution developed while the legislature is still in session.

As to the plan itself, the Governor has given his endorsement to resolving the problem. He has brought forward his own plan and appointed two task forces representing a broad assortment of state groups to review and sharpen it. I think he has brought up some very creative things, but my judgment is that his plan will change a good bit by the time these two committees are finished with it.

I lean toward a plan which would provide a simple dedicated net receipts tax for education. These funds would not have to be dedicated by the Constitution but by statutes. These would dedicate a large amount of money off the top of the income tax, something like 3 per cent of the adjusted gross income tax, for education. From these dedicated funds, between 60 to 80 per cent of school costs would be met, leaving local property taxes to pick up the remaining amount.

I have tried to develop a little template. I think any plan must be simple. William James has said that if you cannot explain what you are doing to an eight-year old, you are probably a charlatan. I think the school finance structure in this state has made charlatans out of all of us who have tried to explain it. It is not only complex, but it is almost unexplainable in how it works.

I think the best way to take the pressure off property taxes is to take it off the top of the income tax dedicating say 3 per cent of adjusted gross income taxes to education. This would provide continuity, ability, which we are really lacking now, and simplicity to the program. I think we will probably come up with something along this line.

Individualized instruction strives for self-actualization and capable decision making. Is there a survival level of learning that everyone needs to know? If so, how does one decide what is included in this basic survival learning?

PARNELL: During my time in education, I have developed a little notion that I call survival education. I think if there is one fundamental goal in schooling it ought to be to help young people survive in 1972-73 and beyond. Much of the present schooling was aimed at helping people survive in the 1910's and 1920's.

As we looked recently at our high school graduation requirements, we found that no major change had been made in them since 1932. What were those requirements designed to do? They were designed to help a segment, a relatively small segment of our population, survive the things that were facing them at that time.

I think that there are some survival skills and survival issues such as being a consumer. You know, in 1932, we didn't really have too much to do with credit cards. We had a lot of credit, but nobody would accept it. We did not have too much to do with installment buying; we did not have high speed freeways and high speed automobiles. There are a host of things that we did not have at that time that we have today. Yet in our schooling experience, we still have not, in any systematic way, directed ourselves to the questions: What does it take to be a consumer? in being able to earn money? in being able to save that money? in being able to spend it wisely?

Another area of survival has to do with citizenship. There are some survival skills needed in the citizenship area that we do not have. For example, there is a possibility that twenty-four initiative measures will be on the November ballot--measures on which you and I have to cast some judgment, yes, or no. I am not sure all petitions for these measures will be successful. Many of the measures are complex. How do we cast an intelligent decision? Do we support this initiative measure, or don't we?

One of the problems that we have talked about is how to develop some instructional packages that will educate 2.2 million legislators in school finance. That is really the number we have when we consider initiative and referendum measures. Everybody is a legislator. How do we inform everybody about the problems of all these issues? We also have the eighteen-year-old vote which, by the way, has not had any appreciable effect on school elections. From the statistics I have been able to uncover so far, my thesis is that it may have an almost negative effect.

How do we help our young people understand the workings of a school board? taxation? I sometimes think that all of us know more about the Eskimos and the Indians than we know about our own school board, city council, and taxes--the kinds of things we wrestle with every day of our lives. This is what I call survival education.

Is there a survival level of learning that is important for everyone to know?

STUTZ: My answer would be, "yes." Again, I am concerned about how to get students engaged in that kind of learning. Can students be trusted to recognize and seek for these kinds of learnings? If not, can we develop some means to get them to seek for the learnings that we think are important? Or are we stuck with our regular kinds of motivators?

Everyone will agree that there are important things for everyone to learn in order to live successfully in a free society. Then the question is, how then do we get students engaged in that kind of learning? If we do it our regular way, then we are stuck with grades, threats, punishments, rewards, and schedules of reinforcement to get

them to consent to such involvement. There must be a better way. I think there are ways of getting them to recognize the need for these learnings and to plan activities that will help them acquire what they need to know to carry out what they want to carry out.

HARGIS: Likewise, this calls for a master teacher--one who can equate in-school experiences to out-of-school reality--who can make the basic survival skills relevant not to something in the distant future but to something that will be needed very soon.

How can you get kids to realize and desire goals when they could care less?

PARNELL: Keeping it interesting is not a practical answer. Even when we do our very best, there are still some kids who do not respond to keeping it interesting.

Much of the problem of making it interesting is due to young people today not having enough experiences. Fifty years ago, we were data poor and experience rich. Kids had lots of opportunities for experiences. Today, we are data rich and experience poor. We literally have robbed young people of almost all opportunities to experience the things that we used to be able to experience. I understand that about half the usual number of pole beans were planted in the Willamette Valley this year. So another experience opportunity for kids is taken away. We must contrive some of these experiences in the school experience. One experience could be having students teach each other.

There is another aspect of keeping it interesting, and that is the work we have to do. I do not think we have ever meaningfully connected the purpose of schooling with real life. Let me give some examples of life roles: the role of being a citizen, the role of being a wage earner, the role of being a consumer, the role of being a learner. You must help a student to see the kinds of competencies he needs to get along in his life roles. Hook up the life role to the schooling experience. A student asks, "Why do I have to do this? Why do I have to learn this?"

We do not give them very good answers. We say, "Well, you are going to need it someday," and then cross our fingers and hope.

Life roles provide a meaningful context for looking at the purposes of schooling, for helping young people to the competencies they need to function successfully in such life roles as being a citizen, a learner, a wage earner. This is one way. I think it is going to drive us back in schooling to the beginning and hook up our behavioral objectives at that point.

STUTZ: On that last point, it would be very helpful if the student had the answer as to why he should learn something before he got into the experience, not afterwards. The most powerful learning model is

one that Mr. Hargis suggested--where the learning is instrumental to carrying out something important to the youngster. That is the key to motivation.

We have some techniques for engaging the nonmotivated. They have to get engaged someway. Exploratory experiences which latch on to things they want to produce brings learning through pursuit of these outcomes. This legitimizes behavioral modification for students who have, because of experiences in school, home, and community, dropped out of active participation in learning. Without having them actively involved in some kind of want-satisfying task, it is difficult for them to pursue any kind of learning.

PARNELL: There is one thing that I would change in education. I would replace report cards with goal cards. We always report after the fact. I think every student ought to know what is expected of him when he starts. You as a teacher, and by the way this applies to the whole evaluation process, do not like to be evaluated unless you know what you are going to be evaluated on. The same thing is true of students.

We need a goal card that says, "These are the general goals for this grading period." I am not advocating throwing out grades completely, but I am saying that maybe they ought to take a different context--that a student ought to do this and this in a certain time. At the end of that time, we could then say he got 70 per cent of that goal, 80 per cent of that goal.

As a parent, I am not very interested in how my children do as opposed to your children. What I want to know is how does my son do by his own ability and by the things that he ought to be doing and achieving. That is a tough assignment. We have not made the breakthrough on it completely. This might be one of the challenges of this session.

What ways are there to simplify record keeping when we individualize?

HARGIS: This is one of the crucial issues when you begin to individualize because of the short time in which children can be in your group. So, keeping in mind that basically this is one approach, there are three specific types of records. One is called a "prescriptive form." With it you can very quickly prescribe for an individual, either by setting the objectives for him, letting him set them, or setting them together. The prescription sheet is merely a way of doing this. We are really speaking about a system. It does not dehumanize but permits us to work more individually with the youngsters. This is one of the nuts and bolts we have been telling you about on the videotape.

The second type is a record for monitoring student progress. This is not the traditional gradebook that we have all had in the past. A gradebook really does not communicate much to many people, but a

monitoring record would if we know what is to be on the records and what the student has accomplished. A parent, a substitute teacher, or whoever, could pretty well tell from it just where each student is at that point in time.

The third form is the one Doctor Parnell has mentioned--some type of a profile or goal sheet; it is called many different things. This form is presently undergoing a change. A lot of schools are looking at it in relation to their grading systems because the two tie together. What is the reason behind the grade? Is it that the parent wants to know how their youngster compares with others? That is one thing, or as Doctor Parnell said, "How do they compare with themselves as to what they can accomplish?"

If these are some of the real reasons behind grading, then why do we not provide a means whereby we can report and give indications as to what the student has achieved. We are going from a report card that has just a grade letter to a more specific record that a teacher can check and that will more effectively communicate.

How does a teacher with 150-180 students a day do this? In some schools, every so many weeks, the teacher has released time to do this type of record and to have parent-teacher conferences.

As far as keeping records simple, I say that we have to identify where we are going and what are the objectives for the individual student. Do not get hung up on trivial things. I have seen teachers try to develop records that listed everything possible that the student might do. As a result, everytime a student did some little something, the teacher ran and recorded it. You have to reach a happy medium. Do not have records too trivial.

I would suggest that you analyze the various types of record keeping. There is a whole science devoted to record keeping.

So we changed the grading system, how about the colleges and community colleges? Are they ready to accept the change? At what stage are they at this point?

PARNELL: I think we are a long way ahead of most colleges. Community colleges are nearly ready to accept all students on face value and recommendation of the high school. Four-year colleges are not quite so ready. They are getting closer though, and I see some tremendous breakthroughs. I think, even today, most Oregon colleges would take a student on the simple recommendation of his high school. Out-of-state, there will be some problems, but even staid old institutions like Harvard are now accepting students on the basis of recommendations from high school faculties and administrations. Once in awhile, there is a scholarship program which requires a GPA. I have even heard that some high schools have had to contrive an estimated GPA in order to help kids qualify for certain scholarships. There

are still some things that we have to overcome.

When we cross established grade lines and use teachers certificated for either high school or elementary to instruct students on a multi-level basis, where do we stand with state requirements?

PARNELL: On October 15 of this year, some new requirements will go into effect whereby the secondary certificate applies to grades 6-12; the elementary, from grades 1-5. That will make it much easier in many cases. There is also the possibility for subject matter specialists to be certificated to work on a K-12 basis. That is possible right now under the present rules. If certification is preventing you from doing something, and as an individual school district you would like a waiver to do something, it is a possibility. Certification should not make it harder to do your job; it ought to make it easier. That is our goal.

We have a Teacher Standards and Practices Commission which is made up of your colleagues. They have their independent executive secretary. We turn to them for advice on waivers, so we would probably refer your request for a waiver to them.

Certification is a lot easier now than it has been. If you are having some difficulty with it, let us know, and we will try to work it out.

What experiences does the panel have with individualized instruction?

HARGIS: I guess this is accountability. Personally, I probably committed every teaching error in the book, and I am the first to admit it. Rather than keep making the same errors over and over again, I have attempted to look for a better way.

I have worked with individualized teaching in industry for almost six years, or in management or training of individuals on an individual basis, systems, things of this type. I have had experience in teaching individualized math to students in the same group, from grades five through twelve, and in kindergarten. I have worked three months on an internship on individualizing in a San Francisco high school. I have worked three and one-half years in individualizing which included an interdisciplinary approach as well as articulation.

Within the last two years in a graduate class at a university, I have completely individualized a university class of graduate students. In the last year and a half, I have worked with several national persons as a consultant at conferences such as this one. Probably, in the last two years, I have worked with three or four thousand people. I merely point this out because by being with other consultants, and by sharing and evaluating ideas, you can come up with a lot of different ways of doing things. However, I still would be the first to say that I do not have all the answers and I would not

promote the idea that I do.

PARNELL: A fellow told me the other day that the highest good in life is to be right, to know you are right, to be acclaimed for being right. But there is a higher good: to be wrong, to know you are wrong, and not be caught.

I do not think anyone on this panel would confess that he knows all there is to know about the teaching/learning process. That is why you are here: to help you pull it together.

My own stupidity has led me to say there must be a better way. I try to teach every year. I just completed a continuing education class. I think every administrator ought to be back in the classroom in some way occasionally.

California has passed a law that permits the manager of a J.C. Penney store to be the local school superintendent. There is some thinking that a school superintendent, or principal, needs only a business knowledge. If you do not really love the teaching/learning process, you are in the wrong business. As a leader in this business, that is the chorus, and that is what makes me different from a J.C. Penney manager.

I really feel, too, that many people have a very limited view of teaching. There are all kinds of teaching, but the kind we are talking about in this context, the indivualized approach, is nothing more than Giles French said about good teaching: every good teacher has tried to individualize and recognize individual differences for years, but we do not have a system for it.

I confess to you today that I am bothered about school systems and schools that cannot tell me how they diagnose learner difficulties. Every teacher diagnoses, but there is no system for diagnosing. I almost think it should be illegal for any student to enter a class until there is some diagnostic work done on the student to show where he is in the learning process and to prescribe for him. Then the teacher could take him from there. Every good teacher tries to spend some time diagnosing, but you have all those other students to worry about while you are trying to diagnose this one.

My thesis is we really do not have a system of education; we have a nonsystem. We need to design a system to assure that certain things happen like diagnosis and prescription.

What would you recommend as a starting point and/or a procedure for involving total staff in the implementation of individualized instruction?

HARGIS: I have noticed that you must have someone in a local school who is the leader. It could be the principal, a curriculum supervisor,

vice principal, or whoever. You need someone who is committed to the idea. Then you need someone who is a pusher, with the hope that they will not be a pusher in the sense of pushing someone but that they will get people committed to individualized instruction, and to sharing ideas. Start the planning from there. A great asset would be a committed person who could gradually win over people to the idea and so lead into establishing some kind of a long- and short-range plan.

Individualizing, as well as many other concepts we are attempting to deal with, is so complex when you really get into it that it seems you do one thing which triggers another thing, which triggers something else. It is so complex that I feel a school is remiss if they do not have a short- and long-range development-implementation plan for meeting individual needs of their learners. With such a plan, staff exit normally and, as new staff comes on, the team leader or the administrator can show them where their school is in the total plan and where they fit in. Without this type of continuity, it will be many years before we see total continuous progress in schools and school districts.

PARNELL: I really do not think we share enough with each other as practitioners--good ideas, good practices. Sometimes I almost get the idea that we clutch these things to ourselves. Somehow we have to share (this is one of the reasons I have been so enthused about this project). Somehow we must develop a spirit of openness and sharing with each other.

What we have to do in education is to identify what works and what does not work. I am wary of more pilot projects until we validate the ones we already have, identify what is really working, and try to get that generally established throughout the system. We need to open up the creativity of all these people, to share what is really working for them, and in some way validate such activities.

STUTZ: I want to agree with the writer of the question who spoke about total involvement as being absolutely essential. This is necessary if you are going to have success in making significant changes in the educational program in your school. We have been thinking about the nature of staff involvement--what it ought to be and how it can be triggered.

The question was specifically on how can you get it started. How do you implement it? The best information we [Northwest Lab staff] have found is to the effect that you will be well rewarded if somehow you arrange for an external agency rather than some staff member, who has commitments to carry out and who is a part of the team, to get a process of total staff involvement going. You do not need someone who has answers to what you ought to do to improve education, but someone who knows about systematic processes and procedures for getting at the whole problem, analyzing them, searching for solutions, and carrying out actions. He should have some notion about the skills

that are needed for participatory decision-making in the faculty. We would strongly recommend that state agencies and intermediate education districts give some attention to the needs of rural schools for this kind of external help--not answer men but people who know procedures in getting faculties organized and proceeding systematically with the solutions to problems.

THERE'S MORE TO INDIVIDUALIZING THAN JUST PACKAGES

James W. Hargis (Institute Leader), State Department of Education

I really don't give presentations; I don't lecture; I don't talk to people. I just share; and that is what I would like to do now, just share some things with you.

A few years ago teachers of agriculture, the whole area of agricultural education, experienced difficulty because people could not see that there was more to agriculture than farming. When one spoke of agricultural education, the automatic response from the public and students was: "Ah, yes! Farming." But, knowing there was more involved, agricultural teachers put their heads together and came up with the slogan: "There's More to Agriculture Than Just Farming."

Those of us who are sold on individualizing instruction have similar difficulties. When one speaks of individualizing, the uninitiated immediately envision packaging. But there is a good deal more involved than instructional packages, so our theme today is: "There's More to Individualizing Than Just Packaging."

In education we have the same human shortcomings as others. We tend to latch on to catch phrases, tend to take a brief look at what others are doing and say: "Gee! If we just had all the packages we need, or all of this or that, whatever it might be, all our problems would be solved." It doesn't work that way. Problems are not solved simply and easily. Very often one of the chief detriments to a program can be an extensive and virtually exclusive use of packaging. When packages are not properly used, they are as detrimental as any other misused technique in the business of teaching, or anything else for that matter.

Packages exist. They are in use from kindergarten and the elementary grades to graduate schools in higher education. But whenever and wherever they are used, they must be used in proper context. Improper

use of anything destroys its value; to rely too extensively on packaged instructional units is simply to run a good horse to death. Too often a package is used in the situation where a child approaches the teacher with a question. The response is to hand him a package with instructions to go into a corner and work on it. Such use of a package defeats both the purpose of the package and the purpose of education.

What is the purpose of the instructional package? To implement individualized instruction.

Each of you came here for an individual purpose. Some of you wanted to get the total concept of individualizing; some of you wanted simply to preassess individualization; others indicated they would like to work on packaging; and some of you came for the purpose of writing measurable objectives. So, here we are, in one short week, trying to solve the wide ranging problems of scores of people, each with a different goal in mind. For those of you who came hoping to get a blueprint for individualizing instruction, I am afraid you will be disappointed. As of this date, I do not know of any single blueprint for individualizing; they are as many as the schools and people using them. We would hope that by the time we are finished, your thinking will be expanded; that by talking with us, the various consultants available to you, and by talking among yourselves, you will discover different ways to individualize your instruction and choose the particular way you would like to proceed.

Along with that, we hope you will question this week--what has gone on here, what we have said, what we have done, what you have seen others doing. Ours is a questioning society, and it is good that we should be a questioning people. For out of questioning comes the freedom that is the hallmark of American society and of the American school. Perhaps some of you have negative reactions to what we do here. We expect it, though, frankly, little of it has emerged so far. Nevertheless, we do have a questioning society; knowing that, it would be unrealistic not to expect some to come away from this institute feeling: "That's not for me."

Because we are a questioning society, the schools themselves are receiving their share of questioning. Anyone who is reasonably up-to-date on current thinking knows that the educational system is under sharp criticism from a wide range of sources. Such books as Future Shock, Crisis in the Classroom, and Teaching as a Subversive Activity cry out for change in the educational system. Ours is a changing society, and if the schools do not change to meet the needs of a changing society, they will simply disappear into the background. Perhaps that is why we are here: to locate and define some of those changes so much needed in our schools today.

Change is not new. Quintilian, an early Roman orator, and teacher of oratory, spoke of change, and the whole process of education has

undergone constant change since. Sometimes the changes were slow and ponderous--medieval Europe saw little change in educational content or processes. Then the thinking of Copernicus and Galileo, and the wide influence of the new world spread through western civilization, and vast changes ensued. With the industrial revolution and the age of technology, change became a way of life. We are part of the process of change, and in that process we, too, must change.

The greatest question in education today, the greatest call for change, is: How can we make education more relevant? The young men and young women passing through our schools today, all too often, find what happens there little related to them at the time it is happening or to any vision of the future they are to meet. They find an education designed for some ill-defined normal individual who does not resemble them at all. They find outmoded skills designed for yesterday's technologist, irrelevant repetition of concepts little related to a highly mobile, accelerating society. In short, they find little place for themselves as individuals in most of the schools and programs designed today.

How can we make education relevant? There is much to be done, but I am convinced that one of the things that must be done is to truly individualize instruction. And by individualizing our instruction, creat more humane schools. If there is any great purpose for individualizing education, it is the humanizing of the schools. If what we achieve by packaging instruction is merely another method of creating a lock step, educational system, we do a disservice to the whole business of education. If, on the other hand, we free the student from that lock step, we have made a significant step toward an education for freedom and dignity. Any educational technique improperly used can create inhumanity in the schools. At the same time, there seems to be nothing more dehumanizing than a week-long session with five hundred people sitting in one room listening to one man's discourse. By talking freely with individuals, by relating with each other as close to a one-to-one basis as possible, we create a more humane relationship.

We listen to each other, we hear ourselves saying that we graduate thousands of young people every year who don't know very much. There can be very few things more dehumanizing than that. There was a time when it seemed that the teacher had almost a divine call: we were sent from heaven to dispense wisdom from the largesse of our divine gift. We can not say that anymore. There is a call across the land for accountability. And so we are faced with a dilemma: on the one hand, we are asked to stand up and be accountable for what happened in that classroom; on the other hand we are asked to make of that classroom a place where young people can live themselves as they are.

There was a time (it seems centuries ago) when each man worked and was paid "by the piece" for what he produced. Then we moved to salaried employment--the hourly or weekly wage, monthly or annual salary.

In recent years, there has been an increasing trend in industry to return to "by the piece" pay. It is called performance contracting. Surprisingly, an increasing number of corporations want to get into the education business. Educational technology was the beginning. Giant corporations saw a rich harvest in educational materials as education became one of the largest, single businesses in the land. Now it has gone beyond technology. The corporations have said to themselves, "Why should we content ourselves with simply designing and producing the teaching instruments? Why don't we go into the business of using them." And they said to the educational communities, "Look, let us educate them; give us the challenge!" And they did.

There have been repercussions. There have been bad examples, where industry has tried and found they could not do the job any better; where industry has started the job, then backed out; where they simply trained students to answer questions on particular tests, the result of which showed little more than a score on the test and were relatively meaningless. Performance contracting did not come out all roses.

On the other hand, in Gary, Indiana, The Behavioral Research Laboratories of New York and Palo Alto contracted certain guarantees: Pay all the expenses for operating the schools; refund payment for each child who does not achieve national norms in reading and mathematics. The result: They met their guarantees at a cost of $830 per student compared with an average of $924 per student school district cost. The company saved taxpayer money and claimed to have done it with no other resources than their own.

How did they do it? They placed students with others of the same learning level rather than age; they set no time limits on how quickly a student was to achieve a particular skill, rather they ensured that he learned it; teachers became tutors rather than lecturers; students were encouraged, wherever and whenever possible, to learn on their own; and students were graded according to their abilities and relative to objectives achieved. There, I think, is what it is all about; teaching students to learn how to learn. Young people must learn how to do research, how to dig out information for themselves. It is not possible in this time of change, this age of acceleration, to lay out in carefully prepared doses everything a student must know in order to survive. If there is anything to be gained from the Gary experiment, it is that instructional objectives are the key to effective instruction. We are held accountable for the education of young people. And if, for some reason, a student is not learning, and if his parents know he is not learning, we are held to account. By pinning down what it is that we expect a student to be able to do as a result of his education, we are more able to provide the kind of practice that makes him able to do just that. A parent knows when his child cannot read and he says, "That kid can't read! What are you going to do about it?" He knows when his child cannot compute and he says, "That kid can't do his arithmetic! What are you going to do about it?" They know; they have the questions; and they deserve the answers.

And those answers do not have anything to do with averages, norms, bell curves, and the like. The answers have to do with that individual child. When we know, the child knows, and his parents know that he is not able to perform what he should as a result of his attending a school, they have every right to hold that school accountable. For you to say, "I have thirty other kids in the room with the same problem," does not solve the problem for that particular parent with that particular child. When we go to a doctor or dentist and tell him there is something wrong, we do not want him to throw us out. I tell the dentist, "My tooth hurts!" He says, "There's nothing wrong!" I do not expect him to throw me out because of that. I have a pain and I fully expect him to do something about it. It is the same with education. There may be nothing wrong with that child's IQ, or whatever it is. If he cannot read, the schools are expected to <u>do</u> something.

I have told you that there is more to individualizing than instructional packages. There is something about communications. A package is not very human, really. It does not communicate as people must when involved in the business of learning. The teacher who expects to place a package in the hands of each student and have his job done has forgotten the business of communication, the very necessary business of simply being human in his relations with students. I can illustrate it this way. We had a break in a gas line at home. I decided that this did not require a plumber, so I went to a local plumbing shop and asked for twelve inches of half-inch pipe. The clerk looked around a bit and, from a corner pulled out a piece of half-inch pipe twenty-four inches long. He brought it and said, "Well uh, will this do?" I told him it was too long, though it was the right size, and asked if he could cut it off for me. He said, "Well, uh, I'm not sure. Let me check with the boss." He went behind the counter, through some swinging doors. Somehow I got the idea he wanted me to follow; besides, I am nosy. I got behind the swinging doors, and he did not know I was there. He said to his boss, who was in the back, "Hey, boss! There's some dumb do-it-yourselfer who would like twelve inches off this twenty-four inch piece of pipe." Just then he turned and saw me standing there. As quick as anything, he said to his boss, "Oh! By the way, this fine gentleman would like the other twelve inches."

The point is, we have to watch what we aay; we have to be concerned not only with what we do but <u>how</u> we do it. There is another way of illustrating what I mean. It is a little question-answer poem called "The New Catechism," by Allan A. Glatthorn.

Who is the pupil?
A child of God, not a tool of the state.

Who is the teacher?
A guide, not a guard.

What is the faculty?
A community of scholars, not a union of mechanics.

Who is the principal?
A master of teaching, not a master of teachers.

What is learning?
A journey, not a destination.

What is discovery?
Questioning the answers, not answering the questions.

What is process?
Discovering ideas, not covering content.

What is a goal?
Open minds, not closed issues.

What is the test?
Being and becoming, not remembering and reviewing.

What is school?
Whatever we choose to make it.

It is all there in the poem somewhere. The importance of what we do today, tomorrow, next year, a decade from now; all of it is there. We stop here for a short thime, thinking what should be the nature of our schools. I am convinced that schools and education should not only be good, but also be good for something. An education should mean something, and those who have an education should know what they have. An education is more than just packages; it is skills, understandings, and attitudes gained. If these are not gained, all the good feelings in the world do not pay the price. I hope that because of what we do here, of what we make of ourselves, the schools we enter tomorrow will be better than they were yesterday.

PROCESS LEARNING

Dr. Wright Cowger, Willamette University

[MUSIC] I Was looking through some recorded music the other day for some examples of things I wanted to talk about and I cameacross this one. I did not have any place in my examples to play it, but it made me feel so good that I just played it now. I hope it made you feel good too.

I think I need to let you feel where I am. I think I can do that by saying, "What is education?" To me, education is--it is philosophy, it is objectives, it is career training, it is clusters, it is budgets, it is accountability, it is humanism, it is laughter, it is television, it is Mager, it is systems. It is reading, motivation, scheduling, remedial, success, survival, contracts, Giles French, community schools, human interaction, concepts, evaluation. It is beautiful. When we look at it in a pluralistic fashion, it is a beautiful thing. That is why we are in it.

I think our biggest problem is to keep from getting tubular vision--by saying, "I think this, and I think they are all wrong doing that," and "That isn't right, but what I am doing is right."

Whatever education is, I think it is more mystical than Zen. It is certainly more elusive than youth, and we all know that it is much more than survival. If we borrow from the statisticians, we certainly know that education is greater than training. But training is a part of education; therefore, education has to be T + X. [SLIDE] And it is really to that X as it may relate to individualization that I would like to talk this morning. What is individualization as it may relate to whatever that X is?

Earlier this year I came across a paperback called Process as Content, published by Rand McNally as part of their curriculum series. It is a very little paperback book. If you are interested in investigating what this thing is called "process education" that we are beginning to hear more and more about, I would suggest starting here.

There are other sources. As I began to leaf through these other sources, I was struck by a thread that I saw in all of this literature, and certainly in this little volume to which I just referred. I think I can summarize these threads by using two terms. The first one is centrality.

Centrality could be referred to as relevance, importance--it is much in the language of knowledge disciplines; centrality being: let us give some very careful thought to what it is we are doing before we set out figuring how we are going to do it. One way I thought I might illustrate what centrality means to me is to talk about one of my

favorite courses. Some of you have had some experience with this one. I first came across it in the laboratory school at the University of Hawaii when we had it in field tests.

This particular course is a fifth- and sixth-grade social studies course called "Man, A Course of Study." Let me describe what the purpose and function of this course is and then give you a flavor of what it is all about. "Man, A Course of Study," is a year-long course. It is anthropological in its origins. That is, it asks questions about what is man, what is humanness, how does man differ from the other animals. The first units are involved with a study of herrings', gulls', and salmons' life cycles.

The first half of the course is based on comparative animal behavior. For the first few weeks the kids take a look at life cycles and what they mean. The remainder of the course up to mid-semester is involved with an in-depth study of baboon society based largely on one of the co-author's field journals. He spent a lot of time observing and noting the characteristics of an animal society--baboon culture. A large part of the second semester is involved with an Eskimo tribe in Alaska, primitive in one sense, advanced in one sense, but a more transparent human society than that of the baboons. The relationships then begin to be made between animal society and human society. The children have copies of the co-author's field journals and interpret his observations. So you see, the idea of process begins to appear. When the students are through with the course, there is an open-ended concluding series of activities.

This course is accompanied by, probably, the finest set of instructional films that has ever been made--some of them without sound track. Along with this course are all kinds of assimilation materials--materials with which children interact.

How do these animal societies and these human societies relate to us? What does the course tell us about how we live now and what culture means to us? What comes out of this, really is that kids are beginning to ask questions of some significance. At the same time, they are also getting a good idea of what anthropology is and what anthropologists do. By going through this course, they are relating to the processes within the diciplines of anthropology as well as benefiting from some of its output. Too often, we tend to be output oriented and forget about the interaction between the learners and the processes that produce these outputs.

In case anyone is interested in following through with this course, write Dr. William Harris, School of Education, University of Oregon.

The other term that has been meaningful to me as I look through this literature is interaction. I teach a course at Willamette University. It is a required course for prospective teachers, and so being a required course, I have in my classes the students from the

school of music who are to be music teachers. They have expressed a concern that I have shared. We think that starting with junior high and high school there is something wrong with the music program. These students feel this. They look back on their own experiences and this is what they see. They were picking up a trumpet in the fourth or fifth grade and embarking upon years of study on that instrument, or some other instrument--all the way through junior high school and senior high school, blowing that horn. This is obviously a good thing, but at the end of high school, the horn goes in the attic, the kids get married, they do something else. They get the horn down when their child starts the fourth grade and he goes through the same process. The point is that these students sense there seems to be a lot of effort poured into certain aspects of music that skirt the centrality of the discipline. The general thrust is somewhere around its edges.

So the students and I sit down and take a look. Where is the centrality, the center of the discipline? Where is that centrality in music that affects us all? We ask questions. What do musicians do? Well, some of them play instruments, some of them play professionally, some of them play in dance bands, some of them write music, a few compose, a few arrange music for television or films, others teach. What do the most of us do? Most of us listen. To most of us, music is what comes in the old ear. And that, it seems to me, is where we need to be concerned about the X in T + X. What comes in the ear and what happens there is part of whether or not we are going to do something with our lives other than just go through the motions. To what extent are we aware? Can we open our awareness and be sensitive to the world around us? To life around us? How sensitive are we to what goes in the ear?

What did you hear when we were playing that little opening tune? There was an obvious emotional reaction on the part of many. To what extent was there an intellectual or total reaction?

I suggest that it is our business as educators to expand kids' opportunities to become more sensitive and aware of what is going on around them, of the activities of man that we are talking about. I happen to be talking about music, and I will for the rest of this session.

I think there are some generalities that come from this. If we say it is what goes in here that counts, then how are we going to approach that? What do we do? We ask if we can satisfy ourselves on that count, then we have to take a look at that count. Let us do that. [MUSIC]

You heard some sounds then, and we could approach what you heard intellectually which we will do for a moment. What you heard was modulation, a change of key from one key that we were in--one feeling that we were in--to a new key, a new feeling. There are many ways that we can effect a modulation. If we have a scale built up X number of times, we can build chords on each of three notes, triads on

each one of these scale points. They will look like that [SLIDE], and for simplicity's sake, we can label these with numbers: 1, 2, 3, 4, 5, and so on. [SLIDE]

If we build a new scale starting on G, and go on up, we have what would be known as a common chord. But that chord is the five chord in the key of G, and it is the one chord in the key of G. This is basic fundamental harmony that the kids get in the second or third grade. Let us now leave the cognitive.

The important thing is: Can you feel when we leave one key and go into the next key? So far there has been no individualizing in what I am doing. I am just "talkin' at ya'." I am going to try to determine where you are now so that we can figure where to go from there. We will add another element, and see what you can come up with. See if you can determine when we leave one key and go into another key. [MUSIC]

We now have some possibilities of talking about exactly where the change was made. We can talk about that, and I can ask you to indicate on a piece of paper where you heard the change. If you heard the change, write down the number. Where did you actually hear it? Let us take another example. Listen. [MUSIC] Do you hear a change? If so, where?

If you heard a change at number 14 or 15, we need to work on that because there was no modulation in that example. We did not change from one key to the next. Now we begin to see the seriousness, the enormity, and the complexity of the task before us. I will be able to find out with you by your reactions whether you heard a change or not.

Why is this important? Listen a little bit more. [MUSIC]

No modulation in that one, but there was one here. [MUSIC] Can you spot it?

The degree to which we have to sharpen up your skills of hearing a key change is one of the basic elements--one that we need to work on to expand your ability to be aware of what you hear. You are listening daily to music on the radio at home and in the car. Do you hear modulation? Are you aware of it? [MUSIC]

Now maybe you heard a modulation at four--a feeling of a new key at four; maybe you did not. If you did not, we need to go back to some other kind of feeling to establish, first of all, a feeling of homeness or tonality. This Brahm's music establishes a feeling of tonality. [MUSIC] There is not much of a question about that. That is where we are. We are home right there. If we can hang on to that homeness, we have a feeling of tonality. Now, suppose you are driving along in a car with the radio on and you hear something. It is illusive; it has some quality about it. At first you do not realize

what it is, but then you begin to realize that here is one that the composers and the performers are playing around with. A normal piece of music will start with the tonality, with the homeness, with one chord, refer to it regularly throughout, and end up with it. [MUSIC] They are playing with it on this one. They are toying with it. That is what gives that music quality. You can react to it strictly on an emotional basis, but the degree to which you can be aware and sensitive to what is going on in a selection--popular, rock, whatever it is--to that degree you are aware and sensitive, to that degree you have expanded yourself as a human being.

If we can establish first of all this feeling of tonality, then we can get back to being sensitive to changing tonality. Let me just give you an example that I think we can all hear. Mozart at times got very dramatic about his changes in tonality. Listen to this modulation. [MUSIC] There is not much doubt about that one.

For our closing activity, if you wish and if you have a piece of paper at hand, write down some numbers, 22 of them. I am going to let you listen to a little selection, and we will see if you have been paying attention. You may listen to it and watch the ball, the numbers. As you hear something that you think is significant, just make a little notation on that number. You may listen to form or repetition; you may listen to key changes, to harmony, whatever you can hear. Just make a little notation on it. You do not need to write anything on each number. But when you hear something just make a little check. [MUSIC and SLIDES]

Take just a moment now and turn to your neighbor. Talk a little about what you heard. Listen to what he heard in that selection. Let me suggest to you that if this were a real session, I would ask you to pass your papers to the aisle. I would like to see where you are because I think I can find out pretty well where you are from looking at your paper.

Incidentally and I have left this to the end deliberately, over the course of a few weeks in this particular course, I can begin to get an idea whether you are increasing your ability to hear harmonic changes, modulations, whatever it is, because I can sense gently, measure a little bit, about how you are hearing it. I can get an idea with these silly little numbers on this silly little slide machine. I can get an idea of whether you are hearing those things or not.

Furthermore, I have a number of these cassettes and a number of these silly little slide trays that are keyed to stupid little machines that automatically advance the slides. I have several of these setting in a corner. You and I can sit down and begin to develop a program in which you take this cassette and that one and that slide tray and sit over in a corner and do some practicing. There are some instructions on using a cassette and some other materials that go along with it. So we can determine how much we need to carry on in

this way, and then go from there. You might want to branch out and go in an entirely different direction, but at least we will begin to T up some basic elemental skills of hearing and listening. We think that is individualizing education.

EDUCATION IN A CHANGING WORLD

Dr. William Georgiades, University Southern California and NASSP Model Schools Program

This, as you know, is one of the most dynamic programs in America. The Oregon Small School Project, if you have read the write-ups on it and the articles that have appeared, is productivity itself. I think it is one of the finest programs in the United States. It is a compliment to the leadership of Charles Haggerty, Don and Barbara Miller, Dale Parnell, and the Oregon Department of Education that this program has continued to serve in meaningful ways. You can hardly go anywhere in the world without running into someone who, in previous years, was a participant in the Oregon Small School Program. It has had a tremendous impact on American education.

We are living in the most exciting day in the history of mankind. It seems increasingly true today, more so than four or five years ago, that education is in the midst of tremendous examination and exploration. We have gone through a decade of gadgetry. Because of Title I and Title III funding, we bought all kinds of equipment--cameras and gadgets. We bought various kinds of schedules, we replaced one kind of schedule with another called "modular scheduling." We ended up with the same kind of schedule we started with. We played games with things like elective courses. We have talked about changing all kinds of structures, models, and designs. The truth of the matter is you do not change a school by changing the structure. Unless you change human beings, teachers and administrators particularly, you do not change anything.

You can spend a great amount of money on mechanical changes. Lloyd Trump and I sat down about a month ago and reviewed the kind of investment we have made in thirty schools in the United States, Canada, and Europe in the last three years. We have had a million dollar grant from the Danforth Foundation. We could find no correlation between the amount of money placed in schools by this grant and the change which has taken place in those schools. The fact is Sister Judith Royer, who is with you in this institute, is from one of our

favorite schools, Pius X, Downey, California. We estimate that we have put something like $5,000 in this school, which has been revolutionized in three-years time. I could take you to another school which is not very far from here into which we put $75,000. If you walk through that school today, you would say that it is like many schools you have seen over the last twenty years. It is no different. So the relationship does not exist.

In the midst of the most dramatic era of change in education, either the public and parochial schools in this society will make certain kinds of meaningful changes or they are not going to be in the business of educating kids in the next decade. Public and parochial education, everywhere you go in this country, are against the ropes. Whether public education survives as a majority system, and I believe this, will be determined by the kinds of things that happen in groups like this all over this great land of ours. We will make, basically, those decisions. My own prediction would be that in the next ten years we are going to see more radical basic changes in schools and education than we have known in the entire prior history of schooling in the United States.

I do not believe in the concept of deschooling, going back to what I would call a medieval model in which you say to parents, "You send the children to school if you wish to do so." That may work in Mexico, but that is not a model for an industrial society, whether it be in Europe, the United States, or in Asia.

My reason for saying we are going to see this kind of change lies first in the financial picture. Portland has received a great deal of beautiful adverse publicity. If I were moving and I had children of school age, I would not move to Portland, Oregon, where the kids are going to be out of school a month or two a year. Yet, in October, I met in Ohio with some 400 school principals, and the majority of those principals said that they were not going to be able to keep their schools open for the full 180-day school-year because they did not have the money. Wherever you go in this country, there is no money, parochial or public, there is no money.

The school system is faced with the most critical financial problems of its career. As a result, there will be a great many changes in education. In state after state, there are teacher accountability measures that have been passed by legislatures. There is a major national movement against teacher tenure; it is on the way out. In state after state, there are radical changes taking place in schools, partially due to a shortage of money.

My second reason for believing that we are in for a decade or more, actually of substantial change, is the widespread student participation. We have produced a beautiful generation of kids, haven't we? Connie and I were in Jacksonville, Florida, sometime back working with some school people. I walked through the shopping center with

our high-school age son. A girl walked up to him and gave him a kiss. I thought, "What a great new world! Look what we have missed out on. How great it could have been." You know, we were reared in a generation where skin contact was sinful. It certainly is not a problem with the current generation.

I enjoy bumper stickers. Do you look at bumper stickers? You cannot help but see them. "Honk Your Horn If You Love Jesus." Have you tried that? I was on a freeway recently and I saw one of those stickers. So I honked the horn just to see what the kid driving the car would do.

One of the stickers we saw in Jacksonville said, "Keep America Beautiful, Swallow Your Beer Can." Another sticker we saw was, "Keep Your City Clean, Eat a Pigeon." I thought, "These kids have a tremendous sense of humor, don't they?--tremendous sense of humor." God bless the Puritans. If they only could have eaten pigeons instead of turkeys, we would have resolved a major national problem in many of our big cities.

We are going through a substantial change in the center of population gravity in the United States. This is going to have tremendous implications for those of us who are in the process of schooling. Of course, the most significant years of schooling are the early years. The three-year-olds, the four-year-olds, the five-year-olds, the six-year-olds are in the most critical years for educational development of a boy or girl, or an eventual adult.

We live in the greatest society on the face of the earth. I challenge anyone who questions that to compare the opportunities and the openness, and the problems that we face, in this society with those of any society found anywhere. I was in Switzerland about a year ago, and they decided, in the year 1971, to allow women the right to vote! Wasn't that kind of them? In the year 1971, women were given the right to vote in Switzerland. People talk about democracy. Some people say, "Of course, we got started too soon here."

In 1960, the center of population gravity in this country was in the thirty-five to forty age-group--older than it had ever been in the history of our nation. Suddenly a miraculous change occurred. Within five years, by 1965, the center of population in the United States had shifted from the thirty-five to forty age-group to a seventeen-year-old group. Think a moment about the implications of this change. That is younger than the center of population had been in our history since the early nineteenth century. Seventeen-year-olds, in 1964 and 1965, became the greatest age-group in this country. I do not have to talk much about what seventeen-years-of-age means. All you have to do is to go back to some of your old adolescent development books to know what it means--an over sexed, underdisciplined age. Seventeen-year-olds want all the privileges of adults without the maturity of adulthood. For a period of seven years, until 1971, the

seventeen-year-olds dominated; they were the single, largest age-group in American society. Then abruptly, last year, this came to an end. We will never again in our lifetime see a population dominance, center of gravity of seventeen- to eighteen-year-olds.

By 1975, three years from now, the age center of population gravity will be shifted to those who are twenty-one, twenty-two, and twenty-three years of age--the most conservative age. This is the age when most people marry, when they worry about economics and jobs, and supporting babies. Some things change a little later. We are in an era when, age-wise, our population will be getting older.

My third reason for believing that there will be more radical changes than we have ever seen before is because our whole school system is based on a rigid formula of group teaching with a kind of mythical teacher-pupil ratio, a kind of built-in concept. All the research we have today shows no significant relationship between class size and learning. The significant relationship is between teaching style and pupil learning. This is true of six-year-olds, twelve-year-olds, and sixteen-year-olds. If a teacher lectures, ala the university professor model, learning is at a minimum. If there are discussions and group involvement, the individualized kind of programs you are working on, learning is vastly improved. So, we have built this kind of mythical formula--in some parts of the country, negotiations focus on the whole question of class size. There is no future in that direction because research simply will not support it.

My fourth reason for making the prediction of substantial change is that schools are no longer the central core of the educational learning system for boys and girls and young people. For example, by the time the average student finishes high school today, he will have spent 11,000 hours going to school, and 15,000 hours watching television. If I said to you, "Where did you learn what you know?" you would not have to go into a public confession. Independent study in one form or another had a great deal to do with it.

I wonder sometimes how we ever got where we are with our school system. We have built school systems that count on what a person knows as repeated on a standardized test. We know that what a person feels is far more important than what he knows. It is high time that Americans begin to demand that we deal first with the affective, the concerns of boys and girls and young people. I do not say to neglect the cognitive. I want youngsters to learn to read. There are certain minimal arithmetic understandings that people need. But, I think we have had the priorities out-of-order. If there is one thing I see our boys and girls and young people crying for today, it is humanization--recognition of a person. Young people all over the world are really reaching out for the kinds of things that are real, that are meaningful--the kinds of things that I am afraid many of the generations in this room have neglected. Our challenge in the teaching-learning process is far greater than to teach a boy or girl how to

read. That is important; I want to see that happen. Our real challenge is to help a boy and girl have positive feelings about himself and about the process we call life. In every one of our classrooms in this project, and all over our land, we have people with the potential of making great contributions or of pulling triggers in an assassination. This is our challenge.

A report on Canadian education states that changes in education, no matter how sweeping they are, profound or ideal, are barren unless they bring about changes in the classroom, and the effectiveness of any change is determined almost entirely by the teacher. Do you believe that? I believe that. I also believe that a school is a reflection of its chief administrator. In all our studies, including one this year, nationwide, we have yet to find a school where anything is really happening if the principal is negative about change. Change, basically, is not so much a matter of models. They are helpful; they may assist us. But the models in and of themselves will not produce change. Pick up a copy of the book by John Goodlad called Behind the Classroom Door, and see what happened in many classrooms in the IDEA project. What happened in that project? In essence, when Goodlad's observers went behind the classroom door, they found no differences in terms of the way teachers function than in conventional classrooms. For two-thirds of the time, there was somebody talking, and two-thirds of that time, it was the teacher. I have a generalization for this: there is an inverse relationship between teacher talk and pupil learning. The students start learning when the teacher stops talking.

A teacher in a real sense--a Socratic sense, is an intellectual midwife. In reality, I can learn nothing from you, you can learn nothing from me, but I can assist you, and you can assist me in the birth process, which is the learning process. No learning can be done for someone else. Most of us in the teaching profession have never known our subjects better than after we have taught them for five years because we have gone over them, and over them, and over them, haven't we? This is an exciting day.

The Oregon Small Schools Program has been on target, year in and year round. During the sixties, there were many attempts to change the rules. But the question one has to really ask is, Did the schools improve? Books like Goodlad's, or our own studies, have indicated that schools did not improve, they did not change. They had new kinds of equipment, they had miniskirted teachers, but schools did not change, in reality. The same kinds of things went on, and on, and on. I would argue the point that, if the seventies are to represent an improvement over the sixties, we have to change standards, rules and regulations, into options which mean that each individual is a unique person and the goal of education is to help each person discover his personal interests, talents, and needs, and the kind of program that should emerge. Therefore, in essence, I would believe in no schedule.

The small school has within it the potential of offering the highest possible level of individualized instruction. If this does not happen,

it is our fault because we can build in all kinds of flexibility. In the Model Schools Project, we have gone beyond pontooning. We have gone to what we call individualized scheduling where schedules are developed based on diagnostic, basic, descriptive needs of boys and girls. We do not really need schedules, in a traditional sense, do we? We do not need the kind of isolation which departmentalization fosters in the sixth, seventh, or eighth grades. We need to take a look at the total youngster.

One of the emerging developments around this country, one we are going to hear more about in this decade and the next, is the organization of curriculum clusters--organizing the program so that related areas can interrelate naturally. Why should we teach a young person chemistry, and then teach him Algebra II separately from chemistry? You cannot do chemistry without Algebra II. Why should we teach boys and girls music and art as though they were unrelated to history? We need to think through the whole concept of interrelationships, colonies, humanity blocks, call them what you wish. This is one of the emerging directions. It means the departmentalizations we have known historically are not here for long. They cannot last. The compounding of human knowledge is so fantastic that we have to find ways to deal with this whole accumulation of information and knowledge in our kind of world.

If I had time, I would list the various characteristics of the humane school that has many options. Many of these are described in articles that Lloyd Trump and I did in the NASSP Bulletin for May 1970, 1971, 1972. Here are the kinds of things I want to know more about in a school if it is humane. What does the principal do? What does this person do, follow or lead? How does he relate to people? What is the feeling tone? If there is a negative feeling tone in the school, all the efforts in the world to package, to use various kinds of media, to organize new schedules are not going to have very much payoff. I want to know more about teachers: What are they doing? What are their roles?

We have had some exciting times recently in two or three schools in this country, and one in Canada, in doing what we call role analysis. We used a little profile that I worked out a number of years ago in which two or three people, trained as observers, do an analysis of their own role in each school. They can then take a look at what is happening in that school. Otherwise, we tend to confuse change with change in vocabulary, don't we? We use terms like individualization, but I do not know what these terms mean unless you define them. This is why we built that profile. We use all kinds of terms like flexible schedules. (I have never yet seen a flexibly scheduled school. I have seen schools on variable period schedules, 80-80-40; that is not flexible, that is rigid.) So we confuse terms. We use terms like continuous progress, don't we? But, when you walk into school and say, "How do youngsters move ahead?" they answer, "They are promoted by semesters." There is a terminology kind of confusion which has emerged in American

education, so much so that sometimes I hesitate to use certain terms. Fact is, yesterday morning I spent an hour on the telephone with the Washington office talking about what can you call a learning package. They are a new experience in boredom the way they are conventionally written. What can you call a learning package?

I did not say the learning package was unsound. I am talking about the idea now. What could you call it? We are trying to create some other term--call it something else. One of the major weaknesses of a learning package in America is that it becomes self-destructive and self-defeating if it is the sole approach to learning. I cannot imagine a learning system, whether it is for six-year-olds, twelve-year-olds, or 18-year-olds built on social isolation. This is why, in our model, we have built in three major components.

One of the components is directed study. Another is large-group, motivational presentations, and the third, small groups. I wish you could see the evaluation that the student body in Calgary gave us this spring about how they feel toward these three components.

You do not have a kid put his nose in a learning package, 180-days of a school year unless you want to guarantee boredom. As long as packages rely exclusively on a reading approach, the monolithic approach to learning, they will be self-defeating. You go into schools where youngsters are reading two years below grade level, and you say to them, "Now you can read full time in packages. See, it is a great assist." We must continue to open up great options for learning, multiple approaches to learning goals. Good packages open up a whole range of options; many of you have written such packages. A package does not say more reading, and more reading, and more reading. It opens up a range of options, involvements, and interactivities.

So what do teachers do? A third dimension that we look at in terms of change is staff. You recall the old NEA studies that show teachers typically spend almost half their time in clerical activities. That is a great reason for them to get a bachelor's degree--to spend half their lives in clerical activities--isn't it? The basic question is how to make teaching professional--how to release the creative potential? I would argue that in any one of your communities, the combined intellectual potential of the teaching staff in that community is probably the highest of any group in the entire community. But how do you release the potential, the talent, that teachers have so they can do the creative things they are capable of doing? How do you unlock them from the routine kinds of things such as the milk-money program? When you do a teacher check in your own school, if you will, look at what is happening. Are they spending 40 per cent of their time collecting lunch money, selling PTA tickets, etc.? How do you change that? What kind of models can you implement? There is another important move that we have initiated in the Model Schools Project. It is a result of my brief tenure with the University of Maryland staff and the Institute for Child and Youth Study. I came away from that program

with a deep conviction that if school systems are to improve, then the conditions for boys and girls and young people must improve. That is a prerequisite.

What I see happening in schools all over the country is almost complete impersonalization. We live in an impersonal society, so one of the crying needs is for recognition as a human being. You know some people, you go to church, one guy preaches a sermon, another shakes your hand as you walk out. So we live in this kind of impersonal society. So we have built into the Model Schools Project a personal interest in its individuals, its boys and girls. This is one change I would encourage a school to take. (People have often said to me, "It would take money." Money is not the key factor in changing a school. It does not hurt to have a little money, but it is not the key factor, is it?) If there is one single change, I would make, it would be to adopt what I call the teacher-advisor, teacher-counselor role that we have developed in the Model Schools Project. This role requires, in every school, a teacher who relates consistently to a boy or girl, or a young person, during the entire stay of that boy, girl, or young person in that school.

If you want to transform a school, just help teachers smile at kids. It is amazing how they smile back and what happens in terms of arithmetic learning and reading, and all the other kinds of things we try to do in schools. The role of a teacher-counselor, teacher-advisor, in managing a humane environment and climate is absolutely critical.

I would say to you, "When was the last time you were smiled at?" We all need love, don't we? It is absurd to talk about it otherwise. We all need love. There are bumper stickers all over the country: "Old Men Need Love, Too." You have seen those bumper stickers. The truth of the matter is that, basically, all human beings need love. We need recognition, don't we? We need support. It does not matter what the age is. We all need to know that we are loved and cared for as a person. I feel these are critical regardless of age, but doubly critical when one is six, twelve, or eighteen years of age. It is terribly important that boys and girls grow up in environments of love; the school is a significant variable there.

We cannot replace all problems of the home, but we can offset some of the problems. Children reared in climates of hate and negativism tend to become such adults, at a terrible price to them and to society. In 1968, twenty-four nations met in Berlin to explore ways in which schools could be made more humane and open. This is a problem which not only concerns us in America, but those in so-called industrially advanced societies of the world.

Most teachers who want to change teachers seem to forget that teachers learn the same way as anyone else. A learning system for teachers has to be organized and needs to be an exemplary system because the learning process is somewhat consistent in the way it takes place

whether one is six or thirty years of age. What have you done in your school in the following areas? Does your school have an independent study environment for teachers? What chance is there for a variety of independent studies in your school? What kinds of materials are available? What about the possibility of a staff sitting down informally and discussing ideas? What opportunity do you have to visit and see other programs? How frequently do you use a tele-conference phone? What kinds of communication could you generate in this marvelous project beyond where we are now? How could you keep in touch with some of the exciting practices that are being discussed here, and in this way continue to grow as a person? What about the whole question of motivation? What is happening in your school to motivate people in your school who aren't interested? I wish I could say that I have never seen a teacher not interested in kids, but that would be a lie. So what can you do to motivate people who really want to live in the nineteenth century when they are working with twenty-first century children?

The way kids, our society, and our world have changed is almost beyond human comprehension. In the midst of all this change, we keep coming back to values, love, and the meaning of life. We are living in a day of all kinds of miracles. But the basic question is what happens to people in terms of love, warmth, understanding, and humaneness. I think this is the primary objective of school systems in our country and our primary objective with people. If I said to you, "Why are you teaching?" I think most of you would say, "Because of my sense of love for our boys and girls, and others."

Today in America, there are more people wanting into teaching for every position available than there are people wanting into medicine. This is due to an increasing social concern today. The young people we have produced in our schools in the last two decades are looking to education and teaching as a means of service. It is an exciting day, and they are pushing us. There was a day when you could say, "I can't teach those dumb kids anything." If that happens today, there is someone behind us in line who says, "Give me a chance. I'll try." A whole new day and age, isn't it.

During a week like this of inspiration, of learning, of growth together, I would ask you some questions such as how humane are you being this week? I would deal with definitions of humaneness. I think as professionally committed teachers, and as persons, we want systems of schooling which emphasize the humane. To me, becoming humane means having a ball. To become humane, I think you have to be able to laugh and to play, to dream and to loaf. Becoming humane means cutting holes to see through. It requires a tremendous tolerance for complexity.

How complex life and society is today. You cannot get away from it. You really cannot escape it--"there ain't no hidin' place down there." Used to be you could say, "We will run off some place." But you just

cannot escape it today. It impinges on you from all sides. The isolation of the previous day is gone. When a national tragedy occurs, such as the assassination of a president, it creeps into every home in the land via the television antenna. It paralyzes the whole society. So there is no immuneness from the happenings of our world. An increasing tolerance for complexity is required.

Becoming humane, to me, means building sand castles. I hope you will build some sand castles this week. It means seeing things not only as they are, but as they might be with imagination and courageous constructive action. Above all, as Thoreau has said, become human beings singing in your own key.

One of my criticisms of school systems in the past is that we have asked teachers to jump to the same tune, and we are not equally equipped in the same ways. We differ as human beings. So we need differentiating kinds of assignments, too. Remember Thoreau's thought: "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away"--that he understands so that he may mature as an apple tree or as an oak. In this way, perhaps he can turn his spring into summer. And I think all research that I read in anthropology and social psychology makes one point very clear: children tend to become the kinds of persons their teachers are. Their teachers may be their parents, or their peers, or their school teachers. It still remains that, regardless of who their teachers are, if the teacher behaves in negative ways, then his students tend to become negative kinds of people.

The key to the whole process of learning, to a conference like this, is that you go away not only with ideas on implementation but with a sense of recommitment, and redetermination to bring about systems of schooling that help boys and girls see themselves in positive and meaningful ways.

I believe that man has an infinite capacity for goodness and creativity. Do you? I meet skeptics all over the world. I recall one night walking down some desolate, dusty streets in northern Pakistan and, feeling I was being followed, I turned around and saw some fifteen or twenty boys and girls. As I looked into their dirty faces and tattered clothing, I thought how blessed we are as Americans to live in a society where, even though we have problems, we also have untold opportunities. We are trying to make those opportunities available for more people.

In our short history, man has devised an instrument of human betterment called education. And we are in on the act. It is our business. It is our enterprise. Some of you have heard my story about the people of an island in the Pacific who were told that within fifteen hours the island would be covered with fifteen feet of water.

The people said, "What are we going to do?" They sought the three eldest men on the island.

The first fellow said, "Let's eat, drink, and be merry because we're all going to be dead in fifteen hours."

The second fellow said, "Let's pray."

The third fellow said, "We must find a way to live permanently under fifteen feet of water."

That is our challenge. We must not depricate what is happening to our boys and girls in the world--we are not going to stop that. It is not for us to focus on the negative. Let us say, "How can we, through education, make boys and girls better persons? We have to know. They are in our schools. This is our challenge."

When Robert Kennedy gave a memorial for John F. Kennedy, he quoted from Shakespeare's Romeo and Juliet. How beautiful it would be if the same could be said of each of us, as committed persons in the teaching profession:

> And when he shall die, take him and cut him out in little stars, and he will make the face of heaven so fine, that all the world will be in love with night. . .

NEW HIGH SCHOOL GRADUATION REQUIREMENTS

John Herbert, State Department of Education

Considerable input has been received through State Board of Education hearings and small group sessions, by telephone and by mail regarding the proposed new high school graduation requirements. Therefore, it might be helpful to respond to those points most frequently raised which will, hopefully answer many of your questions, too.

First, a recommendation will be made to the State Board of Education on June 26 that the date for implementation of the proposed new requirements be moved from 1976 to the graduating class of 1978. This proposal would take effect for the entering freshman class of 1974. Second, an attempt is being made to allow more flexibility in the manner in which credits may be earned. The 145 clock-hour requirement has been dropped to 130 clock hours for one unit of credit with

other alternatives available through adoption of local district policy. Such options might include credit by examination, work experience, or community service based upon well-defined local policy.

The ingredients for a planned course seem to be necessary. All too frequently, we find a lack of structure, a lack of purpose, and very little attention directed to meaningful course objectives; we can do better than that.

In reference to in-school and out-of-school experiences, I would like to read from the report of the White House Conference on Youth because I think it relates to what we are trying to accomplish in the new graduation requirements. The White House conferees say, "The relevant school of today and tomorrow will be pluralistic in structure and function. It will provide a large variety of in- and out-of-school, short- and long-term, and planned and spontaneous learning experiences. The educational establishment must recognize the dropout as a member of the total educational system. Teachers and administrators who expect students to achieve poorly usually create an atmosphere that makes this self-fulfilling; consequently, if an atmosphere of high achievement is developed, students will usually do well." We must provide more avenues to meet the needs of more youngsters who have different kinds of backgrounds and different needs. This we are trying to do in our proposed graduation requirements.

You have heard us say that the basic requirements have not been changed for a long time, though the subject matter has been, and that they are time oriented. When taking a look at our graduation requirements three years ago, our High School Study Committee came up with some recommendations. They said that we must get away from a time-oriented approach, we must be more concerned about competencies, and we must provide more opportunities for in-school and out-of-school learning experiences. Thus they helped to build the rationale upon which we moved toward changing graduation requirements.

Let us now turn to the outline which you all have. At the bottom of the page you see the following:

SECTION 3. Credit Requirements for Program Completion

(1) [19] 21 units of credit in grades 9-12 and [14] units of credit in 10-12

(2) credits in the following required areas of study:

Oregon Board of Education Credit Requirements		Oregon Board of Education Performance Requirements
Communications Skills	3 Units	Read, Listen, Think, Speak, & Write
Math	1 Unit	Compute - Using the basic processes
Social Science [2]	1 Unit	Participating Citizen

		Concerned about environment
Citizenship [0]	1 Unit	On Streets and Highways
Lab Science	1 Unit	Scientific & Technogical Processes
Health Education [1/2]	1 Unit	Healthy Mind, and
Physical Education [1 1/2]	1 Unit	Body
Personal Finance [0]	1 Unit	Consumer Affairs
Career Cluster [0]	1 Unit	Career Development
Electives [11]	10 Units	
	21 Units	

In the left-hand column, we have credit requirements which will give structure and attention to areas that we think are important, not just because they are familiar, but because we think they are important. We think you feel the same way from the positive feedback that we have received.

On the right-hand side, we have attempted to relate performance outcomes to credit requirements. As you will note this outline places credit requirements and performance requirements side by side so that input and output can be seen as they relate to each other.

The reaction to the performance requirements section as an idea has been good, but the reaction in terms of how do we do it and what it would look like causes much consternation both in the Department and in the field. The Department is working on guidelines for implementation.

I would like to go now to the specific areas that you are probably most concerned about, namely, citizenship, personal finance, and career clusters. How do you measure citizenship? Are you talking about giving a student an A or F in citizenship, or what are you talking about? These are typical questions which we have received. We are talking about acquiring the necessary knowledge and skills in national, state, and local government which will help the individual fulfill his citizenship responsibilities.

We know that we have a job to do in teaching responsible citizenship, not only in terms of voting, but in one's personal life as well. There is a whole new ball game for the student who becomes nineteen years old. He can now do such things as sign contracts, buy things, sue, be sued, and be held responsible for his actions. Materials are now being developed as units of study in this area. So, responsible citizenship is more than just voting for local, state, and national representatives; it is also responsible citizenship as a producer and a consumer.

We are not talking on the performance requirement side of the outline and how we define curriculum so that the outcomes are more measurable. But obviously, not all outcomes are going to be measurable in terms of cognitive data. As Don Stewart, author of Educational

Malpractice, Education's Biggest Gamble said, "Not all objectives can be measured, but those which can be should be developed in such a way that they are measurable." We feel strongly in the Department that the fine arts and humanities are important. There are many concepts in the affective domain in terms of appreciation, feelings, etc., which are important and should be taught.

We are not talking about throwing out one curriculum and bringing in a whole new layer of curriculum. For example, if you are a language arts teacher, and if you are providing experiences in reading, writing, speaking, thinking, logic, and rhetoric which will help students develop those skills needed on the outcome side, you may need to make few changes. All areas of the curriculum would be reviewed on a similar basis.

Here we have a performance requirement model transcript. [VISUAL ON OVERHEAD] Twelve categories are listed on the left side as follows: career development, citizenship, communication skills, computation skills, consumer affairs, environmental awareness, driver education, safety, health education, physical education, science, and technology. There is space for additional local performance requirements.

On the right, are listed categories in levels of performance. If the student is in a career cluster, he would satisfy the career development category by successfully completing his cluster area. If he is a college bound student, his career development might very well be the successful completion of the major course areas toward his college major. If he is a science major, we would hope that he would take more than sophomore biology in the area of science. I want to dispel some apprehension that you might have in this regard. The student and the parent determine the student's major, which would be his cluster, so to speak. We are not talking about forcing every student in our total student population through one of the 10 to 15 clusters. Many small schools will not have that many clusters for some time; others will have a few. Some of the work may need to be done through community experiences and programs.

Who makes the judgment that a student can or cannot meet a certain performance requirement? The same people who make all the other judgments and give all the grades, the teachers. For example, many students will complete the computation skills area by the time they finish the ninth grade. The teacher would simply write ninth grade on their transcripts in the math category. If a student went to another school in grade eleven, and if the transcript were forwarded, personnel at the next school would know that the student had already completed those areas which had been recorded. This type of transcript will take some additional time, but I do not think it will take as much time as we thought earlier when we were talking about 48 specific competencies. We are talking about areas that we hope will be a part of the overall program of studies, but designed a little more specifically. We are talking about a full high school diploma for comple-

tion of all requirements. We are talking about a certificate which identifies those competencies which have been completed for students who cannot meet all requirements.

Another question that has frequently been asked is: Who determines the minimum level of competency? We say the local district does. The next question is: What happens when a student comes to us and we have heard either directly or by grapevine that his former school's standards are much lower than ours? I think this is something we will have to think through together. Some states have legislation that directs the administrator or person evaluating a student's transcript to honor all credits given by the previous institution. I am not sure we want to write that into our statutes, or even into administrative rules. At any rate that is another point to consider in terms of who determines the level of competency. This could be a real problem.

There are two or three more points which should be stressed because they are important for the small school--particularly for the school that offers a specific course every other year. The new requirements should not lock doors for the small school but open doors for all schools with more flexibility in programs. More elective choices, more work experience, and community service programs are encouraged. Perhaps you would like to develop a model program. We think that there are many possibilities for you and your students in schools of any size. We also see, as more alternatives are available, students will have a chance to elect the courses and the instructors that they most enjoy. This could lead to a better self-concept on the part of student and teacher. If a student can become a better producer, consumer, citizen, parent, community member and individual, we will have a much healthier adult society in the future. This is what we are really hoping to direct our efforts toward.

Significant Answers to Questions

The question was, what about the course in personal finance? Would courses like general business and senior math suffice? To some extent, yes. At first, we said a course in consumer math, a course in general business, a course in bookkeeping might allow some credit toward this unit of personal finance. We now think we will have to project more structure into the guidelines in terms of what might be included in the personal finance unit. If your consumer math would include the content, probably, yes. If the consumer math is a course in computational skills only, no.

To answer your question more specifically, we will have some suggested content which will eventually mean state-adopted textbooks in that area. I have mentioned some of the content areas in the material which you have: credit, installment purchasing, price-quality relationships, budgeting, principles of money management--general consumer affairs. There are other areas, but if you have these ingredients, probably, yes. You would need more than just another

experience with the four fundamental processes.

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Presumably, there would need to be some successful computation skills in the personal finance course. We would not assume, however, that a course that was mostly computational skills would satisfy a student's need for knowledge about such things as banking, checking accounts, savings, and life insurance. There are about ten or twelve areas that could be considered by the local district for inclusion in a personal finance course, but it is not necessary to have all of them.

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Since you are becoming more sophisticated in the area of performance requirements, it would be very incorrect to say that the proposed standards are input oriented; that is not really true. We are going to move to a performance, outcome--oriented curriculum by 1980. It is conceivable that a local school could be concerned entirely about performance outcomes. Some students might go through a course in three months, or take an examination that measures all of the post-test requirements and get a unit of credit for a course without spending any time in the course.

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We had hoped to be much farther along with suggested guidelines than we are now. We are obligated to spell out guidelines for you. This is another reason why there is no way that we can implement the new graduation requirements for the class of 1976. We have a lot of spelling out to do. Things have to be spelled out, or as I said the other day, "We will either have to spell it out or throw it out." If it is not describable to you and to me, then it really may not be worth keeping in the standards. We think that what we have there now is worthy of being there.

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Competencies shall be performed or demonstrated at a proficiency level determined by the local district. This is where some of the hang up comes in terms of the student from another high school who cannot write his name; yet the former school has given him credit for satisfying that competency. This raises a real question. If you know that a student cannot function as an adult--read his driver's manual, his income tax, and the newspaper--, you will have to make a determination that overrides what the previous school allowed. On the other hand, should we do as California has done and say that every student shall function at the 8.5 level in their reading? We do not think we want to go that far at the state level. We have faith in public school people. Surely you are going to proceed with reasonableness in terms of the individual that will allow you to live with

what your neighboring schools have done and which will allow you to do what you know the neighboring school can live with. We will have some frustrations, however.

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Can an EMR student get a full high school diploma? Our first reaction to that question was that if he cannot satisfy the performance requirements spelled out by the district for a full diploma, then he could not get a full high school diploma. Special education specialists in the Department have been quick to differ with this thinking. There will be further discussion of this issue because Doctor Parnell thinks that, if a high school diploma is going to mean something, the requirements cannot be watered down so everybody can get it. A number of secondary principals have stated that they would prefer one diploma with the differences spelled out on a transcript. The proposed new standard would preclude some students from ever getting a full high school diploma.

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You say, "Just forget the diploma." I am not trying to argue one side or the other. At present any student who attends high school four years and who does not get into too much trouble, gets a diploma. So the public and the legislative interim committee on education are telling Doctor Parnell forthrightly that he must start having some measured outcomes to show that the diploma is a sign of achievement, not just an attendance report. I am simplifying the matter at this point, but that is part of the idea. We believe that if we do not move in the direction indicated in the proposed new graduation requirements, the legislative interim committee is going to do it for us. Have you seen their basic education document? In it they spell out eight or ten areas which they consider basic education. They have little more than reading, writing and arithmetic, but basically the social sciences and physical education are included. If you look at what they first projected, you could send the kids home at noon. You could skip art, music, and all such things. Doctor Parnell and others have stated that basic education is <u>all</u> that goes on within the school program, the program of studies as is projected in our proposed standards for graduation. The Education Interim Committee wants measured outcomes. If you deal with measurable outcomes only, you have a strong cognitive curriculum.

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If by 1980, we were to have a performance, outcome--oriented curriculum, we would be more apt to be telling parents and the public what a student could do in a given area at a given grade level. A given grade would probably be recognized for the somewhat meaningless indicator that it is now. If we were to think of part of the curriculum, certain areas within the program of studies, as measurable, we might move to a transcript that would somehow indicate performance outcomes rather than grades or in addition to grades.

I have been on the High School-College Relations Council the last three years. Some of you are giving pass/fail grades. Did you know that about a year ago the admissions committee of the Council made a motion that all pass/fail grades be dropped or not considered at all for college entry? It failed after considerable debate. They finally decided that a student going on to college should receive grades in those courses related to college entry such as mathematics, science, social studies, and English. If you want to give students pass/fail designations in physical education, industrial arts, art, music, and other courses, okay, but at least give them something on the four indicated areas so a GPA can be determined for them. At one time the Council said they would fall back on college entrance examinations or some other tests.

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Some concepts cannot be measured in statistical terms, but can be demonstrated. If you, as an instructor, say that a student can speak effectively as an individual then that would be your professional judgment. You make that judgment when you give a grade, so that would be the way attainment of performance skills would also be determined.

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Small schools may have to develop some unique learning opportunities. Let us take a school where there is only one senior student. That student says, "I want to be a politician. I am going to go to college and be a political science major." You might develop a program where he could visit the courthouse, or you might make arrangements for him to work with someone, a county commissioner for instance, in some kind of an in-service situation. This type of program would help to satisfy the career cluster requirement. If he is a non-college bound student, and you cannot identify a cluster for him, we suggest that you talk with him about what he wants to do upon his termination of high school. You map out a plan that seems to be his plan, and when it is approved by the administration and he completes it, you give him credit for it. It might not be a course at all. It may mean that the student says, "I would like to be a clerk in a dime store." You give him some work experience in that area and that becomes his fulfillment of the career cluster requirement.

What about the girl who says, "I am going to get married and I do not have any intention of going on to college or anything." You decide with her that homemaking is her major, her cluster. You might want to make sure that she had satisfied particularly the consumer affairs and homemaking areas in her cluster.

Obviously, we cannot manufacture courses in the school setting that we cannot offer. We will have to go into the community for more experiences. Maybe they will not be a full year in length; maybe they will be two or three hours in a day; maybe they will be all day in the second semester.

When we talk about a full four years of regular high school attendance, it is true for those who need it, which is probably the majority of students. But is not true for everybody. I think we, at the state level, need to help you by saying that we recognize that, if we are thinking of a pluralistic society and a pluralistic approach in meeting the needs of everybody, we can no longer talk about a prescribed four-year program being the best for everybody. We are not doing it now. If I were a parent, and if I wanted to help my son beg off, there are eight or nine different ways that I could get him out of school under the new compulsory attendance law. What I am suggesting is that we must counsel our students more positively.

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In a small school, you might develop some performance requirements that would be in lieu of the career cluster. This might be done within the course structure of modern problems, industrial arts, or homemaking, or in other courses. If the student can fill out an application form, if he can go through an interview, that is, demonstrate some competencies, that would be fine.

INPUT FOR PLANNING

Institute Staff and School Teams

Dr. Jerold D. Martin

Let us go back to our early planning this winter and think about what it was that we came down here to do and where we are in that process. I think it was our idea that we were not coming here to lay a new idea on you. I think we came to share a dream. It has never been my feeling that teaching is a science. No matter how technical it gets, it remains, in my mind, an art. The metal of which we sculpt is the most precious that God has ever created.

I feel, and I think you sense, a great stirring of change across this country. Some call it educational discontent; I do not relate to that at all. I believe that this is the greatest time to live as far as education is concerned.

I think we are really trying to bring you a choice, a new way. We really wanted to touch you with about four things this week. First, we wanted to share with you some implementation kinds of things that

help teachers to better teach, and boys and girls to better learn. We thought a couple of those essential tools, by name, behavioral objectives, by practice, packaging, would be enough. Second, we had a caution. We know that in education when a new dream or a new idea comes by that there is a tendency to think it will do for all people in all cases. (Educators are not the only ones who have the tendency to jump at conclusions.)

Third, we wanted to bring you some of the best people we knew who were doing what we are dreaming about--some people with big dreams. We have been able to share, this week, with the Urbandale Dream Team, the Manzanita Easy Riders, and specialists in music, home economics, language arts--name your field, and we had them here.

Fourth, we tried to get you to step back and take a new look at planning. Essentially, the aim of this whole week, if you think of it from the systems point of view, was to make you realize that, if there is any kind of change you need, it is the kind that an artist makes. He steps back and looks at the perspective of the whole canvas. He does not concentrate on where the orange goes because the green is over there. He plans his output instead of his input.

I would like to share what I take from you, what I am taking home. I am taking home a feeling of great comraderie. I cannot recall whether it was Will James, Will Rogers, or Elizabeth Taylor who said, "I have never met a man I didn't like." The way that you have accepted us gives me that feeling. We have had great sharing.

You people in the small schools have a big thing going. I am going back home and write a new federal grant. I hope to get it funded under Title III. It is to be called "The Big Schools Project." It is a project in which the excellent educational practices found in small schools will be implemented in the larger schools.

Charles L. Barker

I, too, think we need to share, put together ideas. We are going to start dreaming that impossible dream we have been looking at, and the Big Schools Project is going to become a reality.

I have been impressed with you this week. I did not realize that the rain had fallen in so many places, that so many good things were going on for kids in the Small School Program. I am amazed that I have picked up three to four pages of ideas from the people that I have worked with. Every person who came here had some ideas, some things that they are doing already in their schools, which I can take back to my people. I think this is what it is all about. I think that what we have had going at this workshop is sharing, a sharing of ideas between consultants and participants. I think those of us who have been related to the Small Schools Project in an advisory capacity in the past few days have a task: To take a look and say to you people,

"What things have you obtained from us? What are the benefits of the conference to you? What things can we do for you?"

A long time ago, I saw a performance chart for teachers. It had a scale. One end of the scale said, "A person can leap tall buildings in a single bound." The other end of the scale said, "Runs into Buildings." Another scale said, "Talks to God;" the other end said, "Talks to himself." We, in the Oregon Small Schools Program and those of us who have been working in it, do not want you to be running into that building. We want you to leap that building. You are not going to do this in one day; you are not going to do it in one month. You are going to do it in small, little pieces.

As we look toward directions for the future, we want you people to start giving directions, some ways that we can start to build a ladder over that building, so that five years from now when Jerry has his funding going, you people will be the consultants, the ones to help us get innovations going because you have done such a terrific job.

School Team Reports

For forty-five minutes, school teams met in assigned areas and prepared feedback for the Institute staff and the OSSP personnel. They did so by listing their reactions to the following questions:

1. What specific help has your school or school district gained from this institute?
2. What problems do you see as a school in planning and implementing individualized instruction?
3. What specific recommendations would you give about ways in which the Oregon Small Schools Program can assist you? When?

The teams left their written reactions to the questions with Jim Hargis who framed questions from the problems listed under question 2 and directed them to a panel composed of the institute team. Many of the questions thus obtained concerned problems of securing administrative, community, and fellow teacher support and cooperation in planning and implementing individualized instruction; some pertained to other problems of initiating a program. The panel reactions to the questions follow.

Conversation Highlights Between School Teams and Institute Team

Institute Team: JAMES W. HARGIS, Oregon Board of Education; DR. JEROLD D. MARTIN, McMinnville Public Schools; CHARLES L. BARKER, Manzanita Elementary School; JOHN FESSANT, Oregon Board of Education; HERB NICHOLSON, Hood River School District

How do you gain administrative commitment when administrators do not seem committed to the idea and you have teachers ready to go?

Let me share something with you regarding administrative commitment. I would like to share with you what Ed Pino had to say. I hope everyone in this room knows who Ed Pino is or that, at least, you know what Cherry Creek, Colorado, is and what it stands for. Ed, you know, has lived through a change this year, from superintendent of schools. He has caused so much change in the Cherry Creek district that they have decided that they do not need him. He made this comment about getting administrators committed, "You [the administrator] just get out of the way and let a staff do what it knows it needs to do." He defies any administrator that follows him at Cherry Creek to try and shut down a team of teachers who have known seven years of freedom. If you turn that around, that is the answer to the question.

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I agree with what has been said here, but there is also another side to the story. I would be the first to defend a lot of administrators who are trying. We have to drop back, I think, to philosophies, school philosphies and individual philosophies. Unless you have established a school philosophy designed for the district and have written all the job descriptions to carry out that philosophy, you are fragmented. I would like to give you one thought to leave with, a question or two: Do I really know my school philosophy? Do I really know what the district expects of me? I think the administrators are on the same level as you are here. If you approach the problem in this way, most of you will come up with questions. So, the philosophy is the basis for securing administrative commitment.

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I do not know anything about administration. I am a teacher, but I think the thing I found in working with administrators, and trying to get administrators to change, comes back to what both the previous speakers have said. If a staff generates enthusiasms, and if they talk to their administrator in terms of a plan to implement, there will be no problem in securing his commitment. As teachers, sometimes, we do not like to put lesson plans in writing, let alone a plan to implement individualized instruction. If we just jot it down, get enthused, go to our principal and show him that we are running a fairly low-risk type program, we will get his commitment. The philosophy is a good starting point. I think you will find that all these pieces are going to fit into place.

<u>How do we go about selling the program to staff who did not come this week?</u>

I would let them listen to the Georgiades tape as a beginning. I think it would get them enthused enough. They would say, "Hey! I like it." The next thing is to share with them a couple of ideas that you picked up here. They are looking for ideas. This approach will turn them on.

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I have observed that people who do not want to go in the beginning, when you choose up sides, try to get back in when you are successful. We are going to have to start a program whether or not everybody wants to join, including the administration. It is really a shame that you have to do things behind closed doors without the administration knowing about it, but after you once get things going and publicized, people will want to get in with you and be part of a growing thing that is successful. We have to show that we can be successful.

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This is one of the things that puts administrators on the line. I will keep coming back to this idea of philosophy. Once the philosophy is developed and guidelines established, if a teacher's individual philosophy does not correspond with the district philosophy on individualization, it is time the administrator says, "Okay. It is time you find employment elsewhere, even to the point of getting out of the profession."

I really feel that we do a real injustice to students when we get a bad teacher, then give them a good recommendation, and so send them on to another district to do the same thing to other kids. I think it is time we did something about this.

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I am the first to agree that if your building and district administrators do not go along with whatever it is that you want to do in innovation, it just will not happen. I think it is unreal to say that you can close the door and get a good thing going, that it will spread. This might work in some places.

In my experience, if the administration will not let us do it, it is a big cop-out. I really think that is an excuse for not doing something. It has been my experience that any well-thought-out plan, when presented to an administrative group, has usually gotten underway. All the problems we talk about are going to fall away when the staff understands what it is committed to. If we have learned anything together this week, I hope it is the idea of long-range planning to gain commitment of community, board, administration, staff, and boys and girls.

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There are things that we should consider too, once the problems are identified--things we can do, but not until they are identified. A workshop is one of them. A good workshop works miracles in bringing about a different thinking. You get individuals in the workshop to analyze their own philosophies. Once you get them to that point, they either reach a point of hypocrisy or they change. I find that most of them change.

One problem that we have is a lack of aides to assist in the program. What can we do to improve this situation?

When in doubt, improvise. I think a lack of aides is a problem that everyone faces. All you can do is find some solution and start while you can. If student aides and/or volunteer parent aides, are the only ball games that you have to play, all you can do is play them. Sometimes I think we say things like, "We don't have aides; therefore, we cannot do it." There we come back to a cop-out. I think we should find some procedure that will enable us to do something. There are a lot of schools that are doing great things with student and/or parent aides.

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I think we are going to reach a point where we are going to have to consider other teachers as aides. When you get into individualization, you are going to automatically get into an interdisciplinary approach. I think this is going to open up a new ball game. I am talking about teams of teachers. I am talking about flexible scheduling. What I am saying is, "Don't get hung up on aides any more than getting hung up on packages because there are other means."

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The thing I would like to present to you is not very popular with teachers. If you agree that aides are a significant part of implementation, continuous progress, individualized programs, then maybe we are going to have to take a look at schooling as opposed to education. If we agree that aides are something we have to have, they are a number one priority, perhaps, it is time we looked at the budget and say, "This is the financial structure." Perhaps we ought to look at the whole structure--look at the idea of every new teacher coming on the staff at an aide's salary. If we had implemented such a program a year ago, we would have openings for 251,000 instructional aides in this country. We could take a look at the competencies of every person who has been through a four-year program. I feel that we are missing some great teachers before they even get into the classroom, and I feel we are getting some who are marginal. There should be other ways of looking at the money. We might say, "Look, we said that we wanted aides and we got five of them that cost $10,000. When Bessie retires this year, let's not replace her; let's bring on ten aides. Let's let those aides do those things that the teacher should never have been doing in the first place. Let's pay them a proper salary for it." This is another approach; it is not one that is very popular in a time of teacher oversupply, but if you want to get the job done with kids, it is an alternative.

How do you gain community support?

Advisory committees, getting local people into your school and letting them help make the decisions, is a way of gaining community

support. I think you have as much expertise in the community that you are not using as you do in the schoolhouse. I firmly believe that the guy who is paying the freight ought to be able to say where it is going, even how big a load it will be. Local advisory groups on anything at all, getting them involved in the educational process, are the answer to getting community support. When the community has a piece of the action, they are going to support it. This has been proven time after time across the state.

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Where do you start individualizing with the students? Suppose you go in a classroom tomorrow; you look at forty human beings there. You have a new class. Where are they, individually, in their schooling? What I am leading up to is diagnostic testing. It is a must; it opens the door to something that is very important, parent contact--a communicative base between student, teacher, and parent. If you have a good diagnostic testing program, it automatically gives you something to communicate to that parent, to help plot out that student's education. This is one of the best tools you can have. This permits setting up conferences with parents and having something to talk about, something real valid--the student.

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I am no expert on community involvement, but I can tell you one thing. You have a choice of one of two things: you can either get your community involved when you introduce this innovation or wait three years and have them get you involved. You have only those two choices. In our district, when we started changing programs, Herb was to go out and bring in 265 members of our community in advisory groups. They are still with us, three years later. Also, I think we have had some success with a hired coordinator of volunteer services, at the price of an aide, who in her second month on the job brought in 1,100 hours of organized systematic volunteer time. From these people, with 1,100 hours of volunteer time, you get a sense of what your community thinks of your program.

How do you go about convincing the community to throw out grades and substitute progress records?

This is another important part of diagnostic testing. Articulation of programs comes into this, also. When speaking of program articulation, I am talking about developing concepts that you want to get across, concepts, goals--I do not want any hang-up on communication. Establish what it is that you want to teach. If you establish a language arts curriculum level-wise, not grade-wise, starting with the basic and ending with the more complex, at your parent meetings you can show them why you want to teach this and that in language arts. You say, "This is where your son or daughter is; this is where we want to take him or her." This gives the parents progress to hang

their hats on rather than just a grade. This progress is what we have to zero in on. We give A's and C's in Hood River and our objectives are written behaviorally. We can show parents what we expect their children to do and why, why we have chosen the curriculum. We have not had any problems, but we have to show them what we are doing.

If you pass a student with a D, there is a certain amount of curriculum left out of that student's educational life. If you pass him on with that gap, you know that whenever he goes to the next class, generally speaking, there is a whole new fragmented curriculum started. The next teacher does not usually know what the former teacher taught. Parents know this. I was talking with a lady last night, an elementary teacher. We got to chatting about this very problem, and I asked her how many students she had.

She said, "Forty."

I said, "Were there any students that were working below their grade level?"

She said, "Yes, I have twelve working on approximately the second-grade level."

I said, "What do you do?"

She said, "What could I do? I had to pass them on."

Once teachers get to the point of communication, and there is something to communicate to a parent, I do not think we will have any problems on grades; we did not. We still have A's, B's, and C's though; I do not know what would happen if we left those out.

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The first year that I worked in McMinnville, I went to the staff and said, "You know, if we are really going to move towards individualization, continuous progress, management by objectives, we have to get rid of grading."

They said, "Martin, how long is your contract? You aren't going to last out the first year."

Well, I said, "How do you cause change? What do you do when you think something is wrong and you want to share it?"

"We hold a townhall meeting."

I said, "Townhall meeting, fine. Get the townhall open, I am ready."

They said that I would get about twelve to eighteen people. We spent three weeks with the media, radio and newspapers, explaining

what we were proposing. We opened the doors on townhall meeting night to 465 parents.

We started with a very simple discussion about grading, then talked about the idea of self-image, only we didn't call it that. We talked about how a kid feels when he comes home with an A, and what you say to a kid with an A. (In this country, we have come to associate an A with good, so if you got an A, you were a good boy. Nobody has to tell him what he is if he brings home a D or an F.) I do not think it is hard to get any group, any community, to agree that success breeds success, failure breeds failure. We got such questions as: How long will it take to have this in the high school? Are the colleges ready for this? Are they doing this? What is the problem?

We have been without grades now for three years. We went to a long-range plan. To implement nongrading, we began in the first three grades, then we changed and went to parent-teacher conferencing. We spent three full years developing a reporting instrument. When you move away from letter grades, do not spend three years inventing the wheel. We looked over 150 of what were supposed to be the best reporting instruments in the western states. We have revised ours three times, and they are a good starting point for you. After our experience with the first three grades, when the receptivity was so positive, we went on to grades four, five and six the next year. We were going to go this fall to junior high grades, but we went to part seventh and part eighth grades. We found that with any change you make, you better find out where you have been or you will never know where you have gone. We asked 52 staff members to write their grading policy. We wanted to lay their policies against the district policy, to see where we were before we moved into "no grades" at the secondary level. We found that we had 52 grading systems operating. So we first have to get a common policy. Then we will have a base for the 1973 school year. By the time our sixth graders are sophomores in 1976, we will be without any letter grades. I am sure of that.

We do not have a full-time librarian to supervise student study. How can we overcome this problem?

I have spent several years as a librarian and three years as a librarian supervisor. I am convinced that teachers need to become librarians and librarians need to become teachers. Who said that students are to be supervised by a librarian when they go to the library? Full-time librarians are too busy marking numbers and organizing things. I think you are lucky to have a teacher-librarian situation. You ought to take advantage of it.

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You look at some of these problems, and really, success is just learning from failure. . . There is one thing that seems to be central to the questions. It seems to relate to the consultants that come into our schools and analyze our problems. It is a need for a leader. Where do we get help?

First, you pick up your telephone any hour of the day, any day of the year and give any person involved in the Small Schools Project a ring. He will do one of two things: get on an airplane and come to help you, or he will send help. That is the kind of commitment that you need in any program you are involved in.

Any program that I have ever been associated with has been in the most traditional communities that you could ever find. People want you to be better teachers. The conservatives want you to say, "There is where your kid is; I am going to move him from that point to this point. I am going to have some system and some way to get him there." All they expect in return is that you maintain discipline and give them a return for their investment--not excuses and a bunch of cop-outs. I feel this is true of any community.

What do you do with teacher turnover when it makes the continuity of the program difficult?

Teacher turnover is not severe if the team has developed a philosophy, procedures, and guidelines. We have a staff teacher vacancy this year. When the new person comes on the staff, we will give him an orientation in these things.

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New staff is one of my responsibilities. We have set up a program, and I would recommend it if we had three teachers or 300 that were replacements. The first thing we will do this fall is to spend a day at a dude ranch in the mountains above our city with our 20-21 new teachers. There will be no telephones ringing up there, no one can run downtown for an appointment. It will be a nice situation. People will sit in the shade of towering Oregon greenery and share what the McMinnville schools are all about, philosophically, what we believe in. We will spend the second day with the nitty-gritty--what kind of services we provide, what our policy is, where do you get this, and what do you plug in there. Then, six or seven times during the year, we will get together with all our new staff for an afternoon and share what kind of things are not happening to them.

The principal, if he is the educational leader in the building, or if he is not, whoever does that job, must let new teachers know the school philosophy and program. In Lee Brittenham's district, when they bring in a new person, they combine the kids for awhile, just for a day or two, for certain purposes. Then they combine the instructional leaders, the new teachers and the old, for several days of orientation. We are real concerned that when a new person comes on our staff that they have a brother or a sister and know who they are. If this buddy system is kept steady for nine months, it will do more for you than anything.

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There are other possibilities in this buddy system. We carry a budgetary item for curriculum development and budget for some work each summer to allow teachers, and especially new teachers, to get together and write some curriculum with some old hands. We have a two-faced plan here; we get them ready philosophically, curriculum-wise, and then give them a chance to implement this philosophy with a little help.

How can the schools go about sharing materials such as instructional packages?

One of the best things that I was ever associated with as a consultant was the Unipak Bank. A long time ago, some folks thought that packaging was a good idea. They developed a bank where all these materials were stored. In order to get into the bank, you had to donate a packet; that was your key. Once you wrote a packet that could go on file, you could then draw out packets from the central storage area.

One time I wrote a packet, and I had access to over 2,000 packets. That is instantaneous curriculum development. They were wise; they did not let you go in and say, "Hey, I want all 2,000 packets tomorrow." They would send you a catalog; they would send you eight packets at a time. By analyzing and utilizing eight packets, and then another eight, we were able, in the district where I was then, to start individualizing.

We need to cooperate and have a central storage area, a clearinghouse, to which you people contribute your ideas, where these are stored and catalogued, and from which you can draw materials. The only caution, and we would have to develop some guidelines, is to avoid wanting everything tomorrow. I think the establishment of such a central clearinghouse would be the most valuable thing that could happen. In the big schools, also, we need this as much as you do.

* * * * *

There is a difference between learning packages and packaged learning. Learning packages are only one part of packaged learning. Do not get hung up on learning packages alone because they are only one small part of packaged learning.

I want to share a joke with you because I think there is a real connection with these packages and you teachers. There was a woman who wanted to have fried chicken for dinner, so she went to her favorite butcher and asked for a chicken for a family of two. He went to the chicken barrel and saw he had only one chicken. He held it up and said, "How's that?"

"No," she said, "it's just a little bit small."

So he had a decision to make. He put the chicken back in the barrel and acted like he was going through it looking at other chickens. Then he held up the same chicken and said, "How's that?"

She said, "Fine, I'll take them both."

* * * * *

It seems to me that through Don Miller's office, there ought to be a way for exchanging good ideas and good materials, whatever the cost. I have learned of so many fine things here that I do not know if I should be receiving a fee or paying one at this point.

You people have some things going on in your small schools that are far beyond what big schools have. What do the big schools have going for them? They are going to invent the 130-day school year. They have learned to put 46 kids in a room meant for 35. I could go on and on with our great ideas.

When I was involved with a group in Southern Oregon, we organized the four southern counties into a group called SORD (Southern Oregon Resources and Development group). It had 25 people who thought they knew everything about one thing. They got together once a month and shared what they thought they knew. I do not know if this is practical around Umatilla or Morrow counties, or wherever else.

The last thing I did with that group was to write a grant for them. I do not know if it really got off the ground, but I think it would also work in this group. We would have purchased a number of casette players and have identified our specialists. These specialists would sit down once a month and put on a 25-minute tape the best thing going in their fields of education. If you developed such a plan, I know you have the specialists, you could get up in the morning, shave, and listen to your casette player. Then you would mail the casette and another one would come in the afternoon. You would get up the next morning, shave, and listen to it.

Every time someone invents something, it is mass produced. It is said that in Australia an aborigine awoke and found his bommerang had begun to break down. He sat down and started to whittle. A young futurist, who was there helping these people innovate, said, "Hey, buddy. Don't sit there in the shade drinking your julep. Take off and run into Sydney; it is only a two and one-half days of marathon running. Get yourself one of these brand new boomerangs. They are the latest things." Well, the aborigine wanted to "culturefy" himself so he took off to Sydney. He ran two full days and got the latest boomerang. He then ran back home to the bush and went insane trying to throw his old one away.

INSTITUTE SUMMARY

Institute Leader: James W. Hargis, Oregon Board of Education

We have been emphasizing that a good individualized program has some type of flexible materials such as packages, unipacks, or capsules. These free the teacher to work with students. As the students are progressing, the teacher can move around the room and work with the students. Each individual youngster has his own materials so, when a student is at a given point, he is able to get a particular unit, and work on it, help some other youngsters, or carry on some other activity.

This approach requires some kind of storage. There are two common methods of storing materials. One common way of storing instructional materials is to have master sets of materials at the front of the room, perhaps three copies of each set, or whatever number is needed. As the student reaches a given point, he can come and get the flexible materials, work on them in the classroom, respond on some other sheet, and turn the materials back in.

I suggest that you laminate the master materials and keep them in the front of the room so that, as students work on them, they can either respond on the lamination or on a separate sheet. Responses on the laminated materials can be erased so they can be used over and over again.

Manila folders can be used for such materials as pages torn from exercise books. This makes the materials flexible so you do not have to give the student an entire workbook if it treats the subject under study only briefly.

The second approach to storing materials is to have enough of each for each student. This can be done with filing cabinets or multiple pigeonholes. This approach requires expendable packages and a large storage facility.

All teachers are not expected to develop all their own instructional units--we have not developed our own textbooks. I would like to share with you some of the ways that these materials are becoming available. The first major source is taking traditional, commercially prepared materials and tearing out pages to make them more flexible. This is a major way for a teacher to obtain materials. We have several sources like the Unipak Bank. This bank went bankrupt about two years ago, but in the last three months, it has been refunded. There are approximately 7,000 instructional units in several different disciplines. If any of you are interested in this bank, the address is Teachers Unipak Exchange, 1653 Forest Hills Drive, Salt Lake City, Utah 84108.

Another source of materials is the Retrieval-Dissemination Center located at the Oregon Board of Education office in Salem. This is

another dissemination bank. They have many contacts and so materials are available from them. Administrators interested in materials about such concepts as scheduling, team teaching, and resource centers should contact the Center. It is amazing what they can get to you fairly quickly.

The second major source of individualized materials is commercial companies. At this time we do not have a lot of commercially prepared materials that are individualized, but they are coming. In another year, we will probably have a large number of these materials. Publishers like McGraw-Hill expect their textbook sales to drop off drastically in the next five years. Although we will still use textbooks, each student will no longer have his own textbook. Individualized instruction cuts down on the number of textbooks needed. You will have a variety of these, and especially a variety of individualized media.

The third major source is individualized materials developed by teachers for their own programs. Some do not want to wait until they are commercially developed.

The fourth major source is from what we call "the individualized developmental programs." There are several federal- and state-funded programs that are developmental in nature such as I.P.I. (Individually Prescribed Instruction) originated at the University of Pittsburgh, and P.L.A.N. (Programed Learning According to Needs) developed by the Westinghouse Learning Corporation. Numerous programs in mathematics and social studies are in developmental states. As soon as their materials are tried, they will be available commercially.

Another thing that we have attempted to emphasize this week is the need for some type of specific record keeping. There are many record keeping forms around the United States that can be reviewed. You need very specific records so you can say, "Here is where the student is and here is where he is going." Whether you determine where the student is, or whether he determines it, or you negotiate it, you need very specific student progress records.

We said that you need varied learning experiences and media. We are not emphasizing that you need a lot of money. If you do not have the basic equipment, if you do not have a slide projector, a filmstrip projector, and a few cassette tape recorders, then we say that you will have to purchase something. The program that we are advising is one in which we say, "Let's start with what we have. Let's have the equipment in operation more of the time." In some cases, you will have to secure additional equipment, but make use of the existing equipment which you have. For example, you might have a study carrel in your classroom so, when an individual has reached a given point, he can go to a secluded area and work individually. You can put in head phones very inexpensively. Some carrels are made from plywood. Perhaps your local custodian or maintenance person could build some for you. You do not have to pay out thousands of dollars to get a

beautiful carrel.

Remember that individualizing promotes the small group and the large group. Do not put a student on a package by telling him to go over in a corner to work and, when he is through, to come back and see you. Promote the inner working, the working together.

Another approach is to have a resource center in a given classroom. If you cannot have one in every classroom, maybe you can have one in a portion of the building. If you have four classes that are located very close to each other, you can designate a spot where you can have a mini-resource center with the materials the students will need readily accessible. In a large school, the resource center is often across campus, and when the student needs a filmstrip or cassette, he has to walk three blocks. This normally turns him off. Small schools do not usually have this problem.

You might want a testing area, regardless of the grade level. When a student reaches a certain point and needs a pre- or post-test, he knows the place where he should go and take the test on his own. He can study and work with others on the "buddy" plan, but when it comes to the actual test, then he is on his own. When I say "testing" here, I mean a written test might be used, but remember, testing does not mean the test has to be written. You can have manipulative exercises, for instance, where you do not need a written test.

I would like you to wrestle with these questions: Who sets the objectives, the school or the learner? Who determines the media, the learner or the school?

In our orientation, at our regionals, we showed slides of various types of individualized instruction in use around the United States. In the first type, called "individualized diagnosis and prescription," the teacher determines how given objectives will be met. You might question whether this is individualized instruction. It is because it is prescribed for the individual and also, we hope, the individual can pace himself through the program. This is a very highly structured type of individualizing.

A second type is called "self-directed." Here the learner has a choice of how he will meet the objectives prescribed for him. This type introduces some decision-making.

A third type is called "personalized individualization." Here the learner determines the objectives, and the media is determined by the school or the teacher; for example, a student comes into a United States History class and, instead of going lock step through each of the objectives identified for that program, he might have five options of ways that he can go in the course. When he selects one of these options, then the media of the how-to-learn activities are spelled out for the student. The reason this type is called "personalized"

is that the student has more of a choice; he has a decision to make and has a choice.

The last type is called "independent study" in which objectives and media are determined by the student. This is similar to contract instruction. When you have some students that know where they want to go and how they want to get there, this is the type that would be best. Remember that independent study is only good for approximately 18 per cent of the typical school population--not many students can cope with this type of study. This is why even in Oregon, some schools which initiated their individualization programs with independent study had difficulties when they said to the students, "Well, come when you want, and we will help you. When you want to study, let us know, and we will help you." As it turned out, the majority of the students did not know what they wanted to study so they started going out to the park to smoke and to lie on the benches. Remember that all students cannot cope with independent study.

Personally, I feel the goal in a given class, regardless of grade level, should be to shift these four types of individualizing back and forth, depending on the individual student. You would then be using all four types in a given classroom.

In conclusion, I would like to give a few overall recommendations. We suggest that you develop a plan--you then know where you are going and how you are going to get there. The plan is something I do not think we can overemphasize.

We are saying to implement piecemeal. Do not start by trying to do everything at once. If you do, it is going to create commotion. So implement piecemeal. If no one but you wants to individualize the school, and you are committed to it, take one of your areas, such as math or science, one of the areas you teach, and start there. Then begin to work out some of the problems. Do not decide on Friday night that you are going to start individualizing your whole school on Monday. Obviously, it requires more planning than this.

We are saying that in-service training of some type should be provided so it is a continuing activity. For example, many schools in their long-range plans have measurable objectives for all their teachers. They have in-service all through the year. They feel that, if they can have the majority of their areas in behavioral objectives as a first step, they will have achieved a great deal. I agree.

We have emphasized informing the board and the parents. Plan carefully your attack. Do not go into innovating halfway. We had one district in which the teachers decided to change grading. They got all excited about it, but when they went to the board they did not have anything better to recommend; the board and the community shot them down. It will be many years before they try again to change or eliminate grading. So plan carefully.

Provide lead time. Acquire materials early enough so that you allow lead time. Make sure you have any materials given as references in your packaging, including needed media. Make sure you have these ahead of time. There is no quicker way to frustrate students than to not have materials available when needed.

Use the administrative catalyst. Involve the parents through the various means the panel spoke about this morning. Avoid overselling to your colleagues, to other teachers, and to the community.

Keep the main goal clear. I think, many times, we get hung up on our little disciplines, on our given jobs. I think that, whoever we are, if we are in education, we should keep one goal clear--to help the student learn. Many times we forget this. We can have all kinds of gadgets, and packaging, and everything else, but the key to any program is still the master teacher assisting students to learn.

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INDIVIDUALIZING INSTRUCTION IN A SMALL ELEMENTARY SCHOOL

Charles L. Barker, W. Dale Fallow, and Staff, Manzanita School

The Manzanita project was initiated two years ago in the Manzanita Elementary School of Josephine County School District, Grants Pass, Oregon. It is an attempt to focus on the individual child, to recognize individual student differences in abilities, backgrounds, readiness, and learning styles, and to provide an instructional program which compensates for these differences. The project has four major elements: an open-area building concept, a differentiated staffing pattern, individualized curriculum materials, and systematic instructional procedures. These elements are described briefly in the report of the 1971 Summer Institute, Contemporary Curriculum for Small Schools, p. 63. The focal point of the 1972 Summer Institute presentation by the Manzanita staff was on the project's individualized curriculum materials and systematic instructional procedures.

In developing individualized curriculums in reading, mathematics, and mechanics of writing, the following materials* were developed. (1) A hierarchy of skills list was written for each of the three areas: reading, mathematics, and language mechanics. (2) For each skill on the hierarchy, a related instructional objective was developed. (3) Once the instructional objectives were developed, a prepost test was written using the criterion stated in each instructional objective. (4) For each set of related skills, a learning package called a Program Management Unit (PMU) was developed. Each PMU had at least three routes or avenues of instruction.

The systematic instructional sequences are designed to enable each student to learn skills which he needs, as determined by a pretest, while progressing at his unique productive rate. At the start of the school year, each student is given a series of master skill (concept) tests. These tests determine what skills the student already possesses in his repertoire. After a student fails a pretest, he is placed in that PMU. The student acquires the skill by progressing through any or all of the alternate routes of instruction which are available in the PMU. As the student completes the PMU, he takes a post-test. If he passes, he continues on and takes the next pretest. If he fails the post-test, he is recycled into other learning options until he can pass the post-test.

The PMUs are used for the teaching of specific skills; i.e., word attack skills, mathematics skills, or specific language mechanics skills. To teach reading comprehension, an eclectic reading program was developed. This program is based on the tenet that there is no

* Samples of these materials have been sent by the OSSP to elementary school principals with the names of teachers who requested them at the Institute. Schools will need to duplicate any desired additional copies.

"one way" to teach all students reading. The Manzanita educational staff recognized this and has established an eclectic program that puts the emphasis on prevention rather than remediation.

A basic outline of the procedures and materials utilized in the reading program is as follows. The period is usually divided into the following sections:

- Teacher-Pupil Planning Time. . . . . 5 minutes
- Silent Reading Time. . . . . 20-30 minutes
- Skill Time. . . . . 15-25 minutes
- Special Time. . . . . 15 minutes

Each part of the reading program is keyed to meet each student's individual needs. In the following paragraphs, the schedule is discussed in detail, and the rationale behind each section of the program is explained.

1. Teacher-Pupil Planning Time--During the first five minutes of the language arts block, the student, with the teacher's help, develops a plan as to what he intends to accomplish during the reading period. This plan is written in a shorthand notebook.

The student first notes what he will read during silent reading time, or if he wants a conference with the teacher. Next, the student notes whether or not he is to attend a skill group. On the third line of his plan book, he designates what he will do during the special time period. The teacher may list certain options that the student may select from during the period. At the end of the reading period, the student evaluates his performance in light of his initial plans to see if he reached his goals and notes this in his notebook.

2. Silent Reading Time--The goal of the silent reading section of the program is to train the student to read silently at the proper rate for the material at hand and with comprehension for extended periods of time.

The reading program uses intrinsic self-selection of reading materials by the student as the prime method for placing him in proper reading material. The student has a wide selection of trade books, SRA materials, and basal texts from which to choose.

The reading program also requires that at regular intervals, students be brought together to exchange ideas, to offer comments, and to review a story that all of them have read. To facilitate this operation, the educational staff has developed a method whereby students are asked to pick a book from a number of different paperback selections. There are ten copies of each selection (hence the method is known as Tens Books), so it is possible that ten different students

may select the same title. The titles are selected for their interest, plot, theme, and readability.* The teacher then gives a short talk on each selection, and the student makes his selection and reads it during silent reading time. The teacher, meanwhile, looks for any student who made an unwise choice. If this happens, the student is redirected to a new book.

This procedure puts the same title in the hands of ten different students. The students have thus grouped themselves according to their interest in a book, and not by some mystical grouping procedure that the teacher has concocted. The teacher now uses these books as tools to teach critical reading skills. At various times, students having the same book are called together into a "need group" to discuss the book that they selected. The teacher systematically evaluates the students' higher thinking skills through a questioning strategy that stresses inference skills, understanding of sequence, ability to understand plot, theme, characterization, etc. It is felt that, by using this method, the teacher is able to teach and evaluate all aspects of critical reading without the drawback of ability grouping in a basal text since the students group themselves. Such interest groups terminate automatically when a book is completed.

In summary, the silent reading time is used by the student as a time to read self-selected materials. The teacher uses it as a time for pupil-teacher conferences and for group discussion of paperback selections. This time corresponds to the time that the student would spend in silent reading of a basal text prior to the discussion of an assigned story.

3. Skill Time: Funnel Approach--Skill time is the time that the educational staff uses to introduce word attack skills. Specifically, this time is used to introduce, extend and work for a mastery with the skills that the student uses in attacking unknown words.

In a typical reading situation, this is done through the use of the workbook or worksheet that accompanies a basal series, yet in many instances the child is doing work that is not suited or tailored to his individual needs. To overcome this problem, the educational staff developed PMUs. The PMUs are used to instruct the student on the specific skills that he needs. The needs are determined through pretesting. The educational staff feels that this approach puts the emphasis on teaching according to the needs of the child. A child remains in a PMU or need group only if his pretest indicates that he needs that skill.

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* Sample copies of the Manzanita "Tens Books Catalogue" were distributed at the Institute. A limited number of copies are available on request from the Oregon Small Schools Program office.

4. Special Time--An important aspect of any reading program is the time that a student uses to extend his experience with the book he is reading. The Manzanita reading program uses the special time period to give the child this experience. During this time, the child may work on a way to share his book, write about the book, draw illustrations for the book, or use other methods to extend his appreciation of his reading experience. The teacher may use this time to confer with a child or to meet with a need group where students with common problems will be helped.

At this time, the teacher may give other options for learning from which the child may select, such as work on a PMU, study of spelling words, or doing creative writing. Thus the child has many opportunities to use reading as a learning tool.

To complement the reading program, the language experience and key word approach is used for those students who do not have the skills required for silent reading.

The key word method utilizes the intrinsic interest of students in words that have a special meaning to them. Using this special word, the teacher leads the student into an understanding of what reading is. An outline of the key word method follows.

Key Word Method

DAY 1.
(1) Child thinks of a special word and whispers it to the teacher.
(2) The child watches as the teacher writes his word on a key-word card. (The teacher should say each letter or have the child say each letter as she writes it.)
(3) The child traces over the word with his finger, saying each letter as he does so.
(4) The child tells the teacher how many times he wishes to write the word on the board.
(5) The word is written on the board the desired number of times. (The child may be given the option of reproducing his word in another media; e.g., clay, flannel board, paint, etc.
(6) OPTIONAL: The child draws a picture of his word.

DAY 2.
(1) Child dictates to a teacher a sentence containing his key word. CAUTION: Sentence should be kept to a minimal number of words at first.
(2) The child copies the sentence on lined paper and then illustrates the sentence.

DAY 3. The teacher cuts the sentence apart and the child reassembles the sentence. (The child may try to form a new sentence with his words.) NOTE: The child keeps his words in an envelope for further drill and mastery.

DAY 4. Child receives a new key word. NOTE: Before a child may receive a new key word, he must have mastered his previous key words. If the child cannot remember one of his words, it is removed from his packet until it is learned.

At Manzanita, the language experience approach is used as a transition between two key words and silent reading. A method has been devised whereby students can construct individual language experience charts. The educational staff utilizes stories that have been removed from old basal texts and reassembled in individual folders. They then make tapes of the stories, and students listen to these stories to get motivation for their individual chart. The day-to-day procedure used in the program follows. (NOTE: We use fifth- and sixth-grade students, who need a success experience, as teachers to conduct this lesson.)

Individualized Language Experience

DAY 1
(1) Students listen to story, following along in the book.
(2) Students divide into small groups.
(3) Ask students questions about the story.
(4) Tell students to begin drawing pictures of the part of the story that interested them.

DAY 2
(1) While students are finishing their pictures, have each one tell a sentence about his picture. The teacher writes it on the bottom of the picture.
(2) Have student practice writing his sentence on another piece of paper.

DAY 3 Sentences will be written on sentence strips. Have students cut up the sentences into words. Then have each student do the following:

1. Scramble the cut-up sentence.
2. Match the sentence to the one written under the picture.
3. Put the sentence in order.
4. Read it.
5. Scramble the words.
6. Read them as flash cards, working in pairs.
7. Keep the words in envelopes.
8. After they have several sentences, have them put the different sentences together and read each one.
9. Have them make new sentences from the words they have.

The salient feature of the Manzanita reading program is that students are taught as individuals, not as a group. Each child selects the books that he is going to read. He meets with the teacher in conferences to discuss the book and to receive individual help on word-attack skills and critical reading. The student meets with other students, and they discuss the trade book that they chose to read.

During this meeting, the students work on their critical reading skills. They have an opportunity to express their experience with the book during special time. The word attack skills are taught only to those who need them. No longer is there a low, high, and middle group, for all groups are dissolved in four days. The program does everything that the basal text lets the teacher do, and also gives the added benefit of teaching the child as an individual.

INDIVIDUALIZED LEARNING IN PRACTICE

Kathy Boardman and Ann Kashiwa, Humanities Division,
Mariner High School, Mukilteo S.D. #6, Everett, Washington

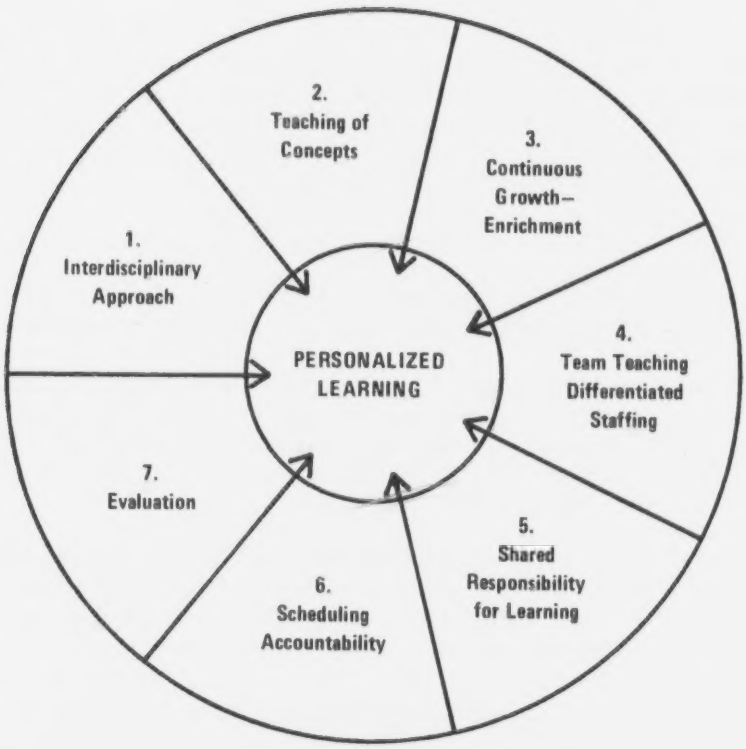
Individualized learning occurs when studies are flexible enough to be geared to student interest and ability. Curriculum and methods should meet individual student needs--vocational, academic, and social.

Individualized learning means both freedom and self-discipline. The student should be free to learn at his own rate, in the way he can best learn. Some students work best in spurts; others are steady workers.

We try not to penalize either style of studying. The student is encouraged to be himself and to assume responsibility for his own learning experiences, but a structured situation is provided for those who need close supervision. It is hoped that, gradually, each student will take on more and more responsibility for his own studies--both those which are required by the teacher and those which he plans on his own.

Self-discipline and responsibility for his own work are vital for the student in a world in which learning must continue after schooling is over. Perhaps one of the greatest advantages of an individualized learning system is that it promotes such self-discipline and responsibility.

There is no single path toward individualized learning and no one method through which we will automatically achieve it. As humanities teachers at Mariner High School, we have used several methods which, we feel, lend themselves to this type of instruction. The following personalized learning wheel indicates these methods.



1. Interdisciplinary Approach

We have found the interdisciplinary approach to be a successful way of offering the student integrated knowledge rather than compartmentalized materials. At Mariner High School, we combine language arts and social studies thoroughly in humanities courses such as "American Studies" or "Man and His Environment." When we first started, the students kept asking, "Which is English?" "When are we going to do History?" Soon they became accustomed to the new scheme.

An example of an interdisciplinary unit is "Man's Search for Utopia" in which tenth graders studied the Russian Revolution, read anti-utopian novels of their choice, wrote a paper on "My Idea of a Perfect Society," discussed the necessary components of a working society, and developed a plan, as a group, for a utopia of their own.

We find that an interdisciplinary approach not only organizes knowledge but avoids needless duplication. An obvious way of avoiding duplication is to see that a student gains a specific language arts skill by writing on a social studies topic. In addition, the broadness of an interdisciplinary study allows the individual student to find and pursue more easily an area which interests him.

An interdisciplinary program is difficult to organize and takes quite a bit of planning time in the initial stages. Care should be taken

so that one of the traditional disciplines, language arts or social studies, does not overpower the other. If planning is careful, these areas will compliment one another. Art history and music appreciation can also be worked nicely into such a program, although lack of time has prevented our doing much with this aspect.

2. Concept Approach

The concept approach, as opposed to the subject matter approach, is vital to interdisciplinary studies and helpful in individualization.

Concepts such as man in conflict, liberty, man communicates have both social studies and language arts applications and suggest a variety of behavioral objectives. Therefore, the student may approach such concepts by doing activities which may be changed and varied to suit his interests, needs, and talents.

Concepts and their related objectives need to be well planned so that teachers can avoid being too broad and nebulous in the classroom. Teachers must also be careful not to neglect, but rather to use in a practical way, basic skills such as reading and writing.

3. Continuous Progress

A basic understanding of our "level" system of earning credit is necessary to grasp what we mean by continuous progress. At Mariner High School, a student may earn a level whenever he completes one and one-half weeks' average work--as determined by the teacher with the individual student's abilities in mind.

The student may earn levels as quickly as his ability and interest allow, but he may also work slowly without loss of credit. He does not flunk; he does not need to repeat anything he has already completed. Levels he has earned are his forever, even though it may take him two years to complete a one-year course.

All students are required to complete certain critical levels--levels which are judged vital by the teacher. For other levels, the student may choose among several options provided by the teacher or write his own level, subject to teacher approval. He must earn 20 levels--two credits--to complete each course offered during the regular terms. (In humanities, this means he must have 40 levels, since we are meeting the state requirements in language arts and social studies.)

There are two options open to a student who works quickly and completes levels early:

- Horizontal enrichment--He works through all the assigned levels at his own quick rate, finishes the course before the end of the year, and moves on to the next humanities course or to another area of interest, such as science.

- Vertical enrichment--He does in-depth work in an area of special interest, which might have been suggested to him by an assigned level which he has already completed. He uses his extra time to work on this project rather than to work far ahead of the other students.

Difficulties we have found with continuous progress in humanities are these: (1) It is not as easy to determine sequence and critical levels in non-skill (affective) areas as in skill areas. (A skill area in humanities would be writing, but we emphasize concept areas and the affective domain.) (2) Since discussion with peers is an important part of any humanities program, we must determine what to do about students who are far ahead or far behind the rest of the group. Vertical rather than horizontal enrichment may be encouraged for those students who are ahead while student tutors may be utilized for those who are behind.

At Mariner High School, we have two 15-week terms and a 6-week mini-term. Students who have not had time to complete their levels in a subject during the regular terms thus have six additional weeks in which to catch up or finish their work. Students who have finished all their levels may use the mini-term totally for electives. Mini-term electives can range from academically oriented areas such as The Bible as Literature, Economics, and Science Fiction to activity-filled courses such as Sailing, Ice Skating, and Backpacking. As you can see, the mini-term serves as a motivation for students to finish their levels as soon as possible.

4. Interdisciplinary Team Teaching/Differential Staffing

Two language arts and two social studies teachers make up the humanities team for each grade level (9, 10, 11), with an enrollment of 250 to 350 students per grade. In addition, there are instructional assistants assigned to each team to further assure individualization. (Interdisciplinary team teaching is often referred to as "pontooning" to distinguish it from team teaching in a single discipline.)

The advantages of team teaching outweigh its disadvantages. Team teaching allows flexibility in classroom size and in curriculum. The class size can be 100 to 250 students for a large-group presentation or 10 to 20 students for a variety of activities centering around small discussion groups. With each teacher competent in different areas, a variety in curriculum is feasible without any undue burden on any one teacher. Furthermore, it allows specialization, enabling a teacher to strengthen his special interests and talents and to incorporate the same into the total course discipline. Team teaching also tends to minimize student-teacher personality conflicts because a student can usually find one teacher or an instructional assistant he can relate to.

POINTS TO CONSIDER ABOUT TEAM TEACHING

There are several important considerations that should be discussed to assure the best results from team efforts.

- Teachers must be willing to work closely with other teachers and to assume their responsibilities.

- Common planning time for each team is of utmost importance. Without an opportunity to meet together daily, the team becomes disorganized and the students suffer.

- Team teaching requires more time in planning, reaching consensus, organization, and scheduling than in self-contained classrooms. However, the drudgery of planning all daily activities alone is eliminated; for example, while a teacher makes a large-group presentation in his field, another teacher takes that time to plan in his specialties for their next presentation.

- Teachers must get accustomed to having another teacher or an instructional assistant in the classroom during presentations. We found that our team members shared responsibilities, accepted, and appreciated one another's efforts.

- In order to have flexibility in classroom activities and in class sizes, it is necessary to have rooms available to carry out an effective program.

- The role of differential staffing (IA) should be clearly defined. Without a definite role in the classroom, instructional assistants can be left in a state of flux, thereby losing their effectiveness in providing individual help to students. The professional teacher must take time to tell the instructional assistants what is expected in each class situation.

- We feel that four is an ideal size for a humanities team. In a larger team, a student may get lost and teachers might have difficulty communicating with each other.

5. Shared Resonsibility for Learning

In the personalized learning concept, the student is given much freedom and responsibility. At Mariner High School, learning is the responsibility of both teacher and student. They agree mutually in deciding what, how, and when the student should learn. The "40-60" ratio is a common slogan which serves as a reminder to all teachers that the students should be talking 60 per cent of the time. Formal, didactic lectures for informational purposes are minimized. Teacher presentations are directed toward instructional and motivational purposes. The teacher may arrange motivational, large-group presentations by inviting speakers and professionals from the community, or by the use of audiovisual media.

The prime purpose of the 40-60 guideline is to allow maximum student interaction through small group discussions. Most of our levels are focused on small group discussions and/or individual conferences with students to increase their experiences in research, interviews, and action research; for example, following a court case at the local courthouse.

The mode of learning experiences evolves from a large-group presentation of 100 students; for example, a visit by the Monroe State Reformatory inmates who spoke on custodial life and the prisoners' loss of political rights. Following a question-answer period, the students, in small groups, discussed the problems of custodial life. Many spin-off research projects arose from this one motivational presentation, so that students in their independent projects in the humanities were involved in many aspects of prisons and other forms of custodial institutions.

Perhaps one of the most effective modes of learning is a presentation of a student project by the student. These presentations are usually in the form of skits, reader's theater, slide-tape, video tape, or a motion picture. Students themselves are most effective in motivating each other and helping one another with their projects.

POINTS TO CONSIDER UNDER SHARED RESPONSIBILITY

The teacher must allow a student to be himself--to plan his own learning experiences, to make his own decision in choosing his project, and to decide what he wants. There is guided, controlled freedom but not the license to do or not to do anything he desires. In identifying shared responsibility, the teacher needs to know who requires pushing and coaxing and who needs to be left alone to pursue an in-depth project. This requires much sensitivity and an awareness of the student's interest, problems, and capacity.

- The teacher has to accept the reality that students do not have to look busy to learn; that the student, like most people, learns in spurts with a short attention span.

- The teacher must be able to motivate and sustain the student's interest, especially because fear and grade motives are removed.

- Because of the emphasis on individualized choice in projects, a large number of resource materials should be available.

6. Scheduling and Accountability

Our philosophy is that the student's performance is more important than his attendance. One student, who is usually involved in some in-depth (vertical) research project, remarked, "If I had to go to every class every day, I wouldn't get anything done."

There is enough flexibility to allow a student already immersed in a project (i.e., electronics) to continue this pursuit in depth without being distracted by required attendance in humanities classes during that time. In turn, other teachers allow him to be absent from their classes if he needs to attend an important humanities presentation.

The teacher has to be able to identify the goof-offs from the workers. This is our most difficult task because the students tend to misuse the concept of shared responsibility. It should be mentioned that, because of the interest-oriented curriculum, the tendency to misuse the shared responsibility concept is lessened. It allows the student to experience gratification at in-depth learning which is the essence of education.

7. Evaluation

The level system designates completion of 10 levels for one credit. The minimal requirements for humanities per year are 40 levels or four credits. In addition, a student may strive for enrichment levels or credits as well as honors for in-depth performance. Because there are no letter grades, teacher comments are essential for the progress reports. The absence of letter grades seems to pose no problem for college admission because of teacher comments and other forms of personalized recommendations on each student. We feel that such personalized credentials say much more about the student than does a grade transcript.

AN INDIVIDUALIZED CONTINUOUS PROGRESS DISTRICT

Clarice Smith, Jensen Elementary School, Urbandale, Iowa;
Don Pack, Rolling Green Elementary School, Urbandale, Iowa;
Jerry Figg, Urbandale High School, Urbandale, Iowa

Urbandale, Iowa, is a suburban, residential community in the Des Moines metropolitan area. As a result of its almost completely residential makeup and relative lack of industry, the Urbandale school district is among the state's districts having the highest student enrollment growth rates, those with the lowest per-student property tax valuation, and those with the highest school taxes.

In Urbandale, aggressive leadership by the school administration and eager interest and support from community residents have produced a school district which innovates at minimum cost. This has been accomplished without federal or foundation grants.

The district has managed this minimum-cost innovation because of certain basic beliefs which form the foundation of its educational philosophy. Among these are--

- Learning can, and should, be fun
- Learning is a life-long process
- People learn in irregular patterns--by spurts and leaps
- Each child has his own individual learning pattern
- Each child learns at a different speed
- Each child needs self-esteem in order to learn well.

In accordance with these beliefs, Urbandale educators have dedicated themselves to helping children be individuals. They attempt to promote a life-long curiosity and love of learning. They try to give each student something to be proud of each day.

To accomplish this goal, the Urbandale district has undertaken several important innovations such as:

- Nongrading and multi-age grouping--Grouping students according to achievement rather than traditional grade levels.
- Continuous progress--Moving students through the various levels of subject matter as individuals rather than arbitrary assignment with others who happen to be the same age.
- Student self-scheduling--Granting to the student a greater decision making role in setting his instructional program.
- Team teaching--Grouping teachers to take advantage of their particular strengths and specialties thus providing an interesting diversity of instruction for the students.
- Differentiated staffing--Using teachers and noncertificated paraprofessional personnel to enhance the teacher's role as a professional learning diagnostician and to provide a higher adult to student ratio at comparable cost.
- Campus plan--Allowing high school students more freedom of movement in and around the building. This places responsibility for use of free time squarely on the student, thus helping to prepare him for adult life.

Evaluation of student progress has been a goal. A reporting instrument must not create an emotional burden on the child; however, it must give parents information in terms of their understanding. It

should show the growth which occurred during each reporting period and some comparative information in terms of age-to-grade level and to age-mates within the system. (See "Stop, Look, Think", a pupil progress report for four primany years, which appears on pages 99 - 111 .)

The Secondary Level

Students move from the continuous progress program of the elementary schools into the junior high school where the humanities program exemplifies the individualization process carried on throughout the district.*

Based on Jean Piaget and Jerome S. Bruner's philosophy of learning, the humanities program combines language arts and social studies in an interdisciplinary humanities program. This program is taught in the seventh, eighth, and ninth grades as a course of study which means that the knowledge and critical skills of the first unit build and reinforce all other units of study.

Simply stated, it is the study of man--an attempt to understand his personal, social, and cultural development. In the seventh grade, the base discipline is anthropology which is built around the analysis bewteen man and animal and the anthropological development of man to his present form.

In the eighth grade, the student no longer puts such an emphasis upon man as a whole,a species--but begins measuring the human characteristics of man through a historical frame of reference.

In the ninth grade, the emphasis is on man, the individual, as he operates in today's societywith continual affirmation of men's likenesses in terms of human needs.

Students use four organizers: reality, symbols, environment, and viewpoint to internalize their cognitive and affective learning instead of the disciplines of social studies and English.

The high school program is built on the philosophy that the school should be dedicated to the students so they will be able to continue learning after they graduate and no longer have a school to assist them. If a student learns to assume responsibility for his own education, he will have made progress towards becoming an educated person.

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* Samples of the Urbandale, Iowa, materials have been printed and sent to those who requested them. A limited number of copies are still available from OSSP on request. Their large curriculum manuals on primary and intermediate language arts, primary and intermediate mathematics, elementary social studies, and elementary science may be borrowed from OSSP or purchased directly from Urbandale Community Schools, 7101 Airline, Urbandale, Iowa 50322, at $3.50 each.

This philosophy is carried out by--

- Elective Courses. The students are required to take five of the thirty-two credits needed to graduate. The other twenty-seven credits are elective.

- Ungraded Curriculum. Any student may take any course, anytime, during the high school experience.

- Campus Plan. When students do not have classes, they may use the free time as follows:

1. Go to the library
2. Be on the commons
3. Audit classes
4. Participate in seminars
5. Study off campus
6. Visit areas off campus
7. Go to the guidance office
8. Go to the principal's office
9. Work in labs and classrooms
10. Confer with a teacher
11. Attend a supervised study hall

- Independent Study. This activity may include:

1. Education by agreement courses
2. Independent study projects evaluated by a committee
3. Pass-Fail option
4. Voluntary class attendance for "A" students
5. College courses for high school credit
6. Audit classes
7. Independent reading courses
8. Released time from class for independent study
9. Completely unstructured time for select students

Exemplary of high school independent study courses are the individual behavior and collective behavior classes. The objective of individual behavior classes is to have the student identify his many overt and covert behavioral performances affecting himself and others, and to identify similar performances of others affecting him. The objective of collective behavior classes is to have the student temporarily place himself in the many philosophies, ideaologies, and groupings of our society.

The methodology of these courses utilizes the total spectrum of class groupings and motivational devices.

Urbandale educators believe that to individualize there must be a strong variable structure, a willingness to work together as a team, and a genuine feeling that the child is the most important part of the entire educational setting.

Content Strands at the Intermediate Level

Content strands deal mainly with the cognitive domain of the learning process. At a varying mastery of these skills, a student can be free to explore new content areas for the purpose of developing new concepts and thought processes. Without these skills, it is considered quite useless to study countries, society, history, and other areas to which a student cannot relate.

It is quite conceivable that a student could acquire all the map skills and move to higher levels of intellectual process concerning this area. This same student, however, may be much slower in developing a basic understanding of economics.

The teacher's role in this program is one of establishing an efficient classroom organization in which he can provide instruction of basic skills and allow for individual exploration which utilizes acquired skills. A possible arrangement is structured as follows:

1. Instruction via prepared units which would develop the basic skills in the content strands.
2. Supervised study given to students who have skills and concepts described in the content strands but are lacking in self-discipline.
3. Free exploration of the content area for students who demonstrate self-discipline, planning ability, and skill in evaluation.

Evaluation of the strands can be carried on by teacher prepared pretests. The strands are stated in terms of student behavior and each can be broken down to several specific questions which would measure the level of mastery.

EXAMPLE--INTERMEDIATE SOCIAL SCIENCE CONTENT STRANDS

1. MAP SKILLS

The student can.....

A. Identify land formations.
B. Perceive graphic illustrations which represent actual land and water surfaces.
C. Interpret map legends.
D. Demonstrate the use of longitude and latitude and the relationship to time zones.
E. Identify the various forms of maps and other graphical illustrations.
F. Demonstrate skill in creating a graphical illustration of a known or imagined land surface. (Development of symbolic representations)
G. Relate directional understanding of maps to land surfaces.

H. Relate all forms of maps and globes to each other.
I. Demonstrate knowledge of distance as it applies to a three dimensional world.
J. Describe the relation of the earth to our Solar System.

2. REFERENCE SKILLS

The student can.....

A. Demonstrate ability to use a table of contents and an index in a resource book.
B. Apply the above skill to an Encyclopedia and similar resources.
C. Efficiently locate resources in libraries and classrooms.
D. Utilize resources of modern mass media for classroom activities.
E. Demonstrate an ability to exploit other people as reservoirs of information.
F. Relate personal experiences to content areas.
G. Organize self produced information in a form similar to outline strategy.

3. COGNITIVE PERCEPTION OF TIME AND PLACE

The student can.....

A. Describe basic fundamentals of social and cultural organization. This should begin with the present and progress to a historical point which is relevant to each particular student. (An example is that some students easily explore ancient history with understanding while others can relate only to recent history.)
B. Demonstrate knowledge of major historical events which apply to his level of sophistication in this discipline.
C. Relate his geographical location to the perceptual spiral of city, state, national, international and universal awareness.
D. Relate his life span to understanding of terms such as generation, century, decade, etc.

4. BASIC FORMS OF GOVERNMENT

The student can.....

A. Demonstrate in written or oral form the organizational pattern of local, state, and federal government.
B. Describe various forms of government which presently exist. (Once again, if an individual student is able to relate to historical development he should be given the opportunity.)

5. BASIC STRUCTURE OF ECONOMICS

The student can.....

A. Demonstrate knowledge of the system of exchange and roll of currency in an economy.
B. Illustrate the function of production and distribution.
C. Describe comparisons of usefulness and value as these relate to goods and services.
D. Demonstrate knowledge of basic concepts pertaining to public taxes.
E. Relate a family income to the necessities and luxuries it provides.
F. Demonstrate a working knowledge of our banking system and similar institutions. (This includes principles of credit purchasing and the loaning of money.)

6. RELATIONSHIP OF MAN TO HIS ENVIRONMENT

The student can.....

A. Demonstrate basic knowledge of the conservation and utilization of natural resources.
B. Show a relationship to scientific discovery and the resultant effect on man's environment. (This should not be all inclusive. Only a few examples are necessary to demonstrate this skill.)
C. Indicates an awareness of man's present problems and the present practices to solve these problems. (This includes such problems as strip mining, air and water pollution, and nuclear fallout, and the present use of chemicals.)

7. SOCIAL AWARENESS

This strand deals more with a student's attitude toward society. He should demonstrate a growing awareness of current social trends, and problems. He should begin to exhibit a sense of concern for our national problems. The student should also demonstrate an attitudinal development toward other countries.

PROCESS STRANDS

The student can.....

1. Relate knowledge of map skills to the people who live in the various geographical areas.
2. Perceive the climatical environment of a geographical area as it relates to its location.
3. Make comparisons of societies existing in similar geographical areas.

4. Formulate implications concerning social and cultural development of a country on the basis of its historical and environmental background.
5. Demonstrate knowledge of successful and unsuccessful forms of government in terms of a cause and effect relationship.
6. Critically evaluate various cultures and governmental systems on the basis of positive and negative development.
7. Relate historical events as they apply to the present.
8. Demonstrate a functional knowledge of our economic system.
9. Relate current events with knowledge of our political processes, international relations, and domestic problems and achievements.
10. Demonstate an increasing awareness of his environment and the relationship of it to other parts of the world.
11. Efficiently utilize all resources at his disposal and continues to discover new sources of information.
12. Demonstrate ability to work in groups applying the skills of cooperating, planning, evaluating, critical and creative thinking, listening, initiative, group interaction, self-discipline and problem solving.
13. Relate conservation and utilization of natural resources to the future of mankind.
14. Show evidence of increasing development of attitudes and values which are concerned with institutions and cultures of our society.

Continuous Progress at the Primary Level

Primary teachers at Urbandale wrote up the concepts of the various areas of study--reading-language arts, mathematics--and broke these into blocks of learning. The children in the four primary grades go through these blocks of learning at their own rate. Every nine weeks, the children in each block are counted, and the curriculum director prepares a chart showing teachers the range of progress in that period. (A sample of such a chart appears on page 97 .)

These concepts also go to the parents with a Continuous Progress Primary Report, and are used in teacher-parent conferences. Thus an individualized program for each pupil is started. Both the concepts and Continuous Progress Primary Report are included in a booklet for parents entitled "Stop, Look, Think." (Parts of this booklet are shown on pages 99-111 .)

Helps for Individualizing Instruction

Manatt, Richard and Meeks, Bruce. An Educator's Guide to the New Design, Kendall-Hunt Publishing Company, 131 South Locust Street, Dubuque, Iowa 52001, 1971, 19? pp., $5.95 postage paid, 20% discount to schools.

Individually Prescribed Instruction (IPI). Write Dr. Robert Scanlon, Program Director, Research for Better Schools, Inc., 1700 Market Street, Philadelphia, Pa., 19103. Phone: (215) 561-4100.

Individually Guided Instruction (IGE). Write Dr. Samuel G. Sava, Executive Director, IDEA Corporation, 5335 Far Hills Avenue, Suite 300, Dayton, Ohio 45429. Phone: (513) 434-7300.

Instructional Objectives Exchange (IOX). Write Dr. W. James Popham, Director, Box 24095, Los Angeles, California 90024. (Write for Catalog of Objectives Collection.)

Learning Activity Package Clearance House. Write Dr. Joe Millard, Director, Polk County Education Service Center, 112 Eleventh Street, Des Moines, Iowa 50309. (Write for bibliography of available packages.)

Program for Learning in Accordance with Needs (PLAN). Write Mr. Ted Lawrence, Educational Services Representative, Westinghouse Learning Corporation, 8501 W. Higgins Road, Chicago, Illinois 60631. Phone: (312) 693-2222.

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READING PHASE PLACEMENT BY YEARS IN SCHOOL

Building All Elementary Teacher or Principal All Elementary Date June 2, 1972

Year \ Phase	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	2	15	150	85	9	3															
2		1	6	28	30	50	124	61													
3				3	5	4	14	117	133	10	8										
4						2	3	19	43	72	85	55	23								
5								2	10	9	8		25	120	112	15	1				
6								2	1	4			7	17	29	94	156	14			
7													1		3	4	14	56	77	102	26
8															1	2		5	7	4	
Total	2	16	156	116	44	59	141	201	187	95	101	55	56	137	145	115	171	75	84	106	26

TOTAL 2,088

NOTE: Year in school is not the grade, but the actual number of years enrolled in the elementary school, P-1 to P-7.

See chart on page 98 also

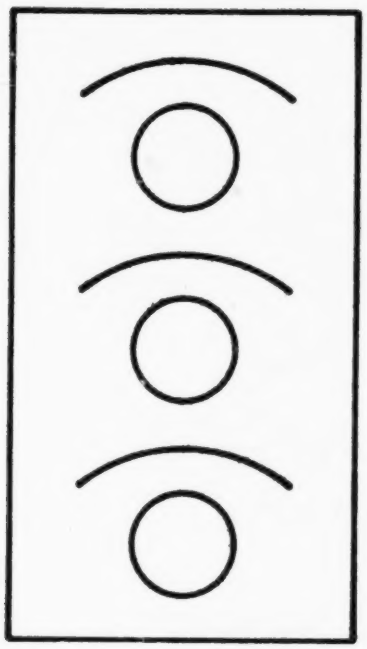
ARITHMETIC PHASE PLACEMENT BY YEARS IN SCHOOL

Building All Elementary Teacher or Principal All Elementary Date June 2, 1972

Year \ Phase	1	2	3	4E	5	6	7E	8	9	10E	11	12	13E	14	15	16E	17	18	19E
1	166	77	21																
2	8	3	67	181	28	10	1	2											
3	1	1	6	7	6	108	102	57	6										
4					1	8	1	21	196	63	12								
5						1	1	1	20	5	7	169	75	20	2	1			
6								1	1		4	21	3	51	139	77	18	6	3
7											1			3	7	3	42	155	72
8														1	2		3	10	3
Total	175	81	94	188	35	127	105	82	223	68	24	190	78	75	150	81	63	171	78

TOTAL 2,088

NOTE: Year in school is not the grade, but the actual number of years enrolled in the elementary school, P-1 to P-7.



*Bring me with you to conference

STOP

LOOK

THINK

You know your child better than we, however, we want to become better acquainted with him.

During the first conference we will be especially interested in the following information about your child.

1. His special interests or experiences.

2. His problems: For example, health, his playmates, etc.

3. His reaction to school - (Comments)

4. How can we help you?

(Use back side if necessary)

To the parents of_____

THE PRE-READING STAGE

A check mark indicates adequate and progressive growth in the corresponding area.

PHASE I

___ 1. Can use large muscles well in rhythmic, play and games
___ 2. Works well in group
___ 3. Works well by himself
___ 4. Shares materials
___ 5. Co-operates with others
___ 6. Takes his turn
___ 7. Accepts changes and interruptions to daily routines
___ 8. Seems relaxed and poised
___ 9. Enjoys and memorizes simple rhymes, poems, songs

PHASE II

___ 1. Assumes responsibility for self and for materials
___ 2. Finishes work in a reasonable time
___ 3. Can use small muscles well in coloring, cutting, following lines
___ 4. Has good eye-hand co-ordination in the use of manipulative materials
___ 5. Takes part in class discussion and conversations
___ 6. Listens attentively
___ 7. Interprets experiences through dramatic play
___ 8. Remembers group rules and regulations
___ 9. Listens for five to ten minutes without restlessness
___10. Sees likenesses and differences in objects, pictures, shapes, forms

PHASE III

___ 1. Speaks in complete sentences
___ 2. Enunciates and pronounces clearly
___ 3. Interprets the stories pictures tell
___ 4. Recognizes the main ideas in stories
___ 5. Is increasing his speaking vocabulary
___ 6. Associates meaning with printed word
___ 7. Asks questions about his environment
___ 8. Recalls series of events with little difficulty
___ 9. Shows ability in reasoning and in solving problems
___10. Predicts possible outcomes for stories
___11. Shows interest in learning to read
___12. Can answer questions about himself (Name, parents, address, birthdate, phone number, etc.)
___13. Has an awareness of word as symbols (Days, weeks, months, names road signs, etc.)

___14. Shows ability to distinguish between various sounds
___15. Reveals a sensitivity to beginning sounds; notices words that start alike
___16. Has learned to look at pictures and words from left to right
___17. Arranges pictures in sequential order
___18. Notes the internal and external details of pictures

PHYSICAL DEVELOPMENT

If your child has not been examined recently, we suggest that a Physical ___, Visual ___, Auditory ___ examination be arranged in the near future.

URBANDALE COMMUNITY SCHOOLS

7101 Airline URBANDALE, IOWA 276-3461

PUPIL PROGRESS REPORT

Four Primary Years

19 __ - 19 __

Date_____ _____ Teacher_____

PARENT OF_____

_____

_____

_____

TO THE PARENTS:

A child's education is the joint responsibility of home and school. Close cooperation and good cooperation are necessary to make our mutual efforts effective.

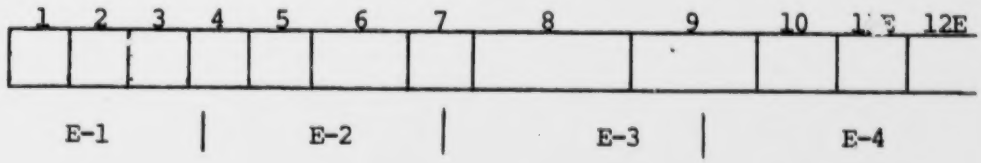
This report is a record of your child's progress through the four-year Continuous Progress Primary School. It tells you his level of progress and reports on his work and study habits. In the "Comments" you will find indications of special interests, outstanding performance, or areas of concern.

Regular teacher-parent conferences will be scheduled at the nine-week and twenty-seven-week points each year. You will receive this report four times each year--at the conferences, and at the end of each semester. Additional communications--by note, phone call, or conference--may be used as needed. Your suggestions and comments will always be welcome, and we invite you to visit our schools and classrooms at any time.

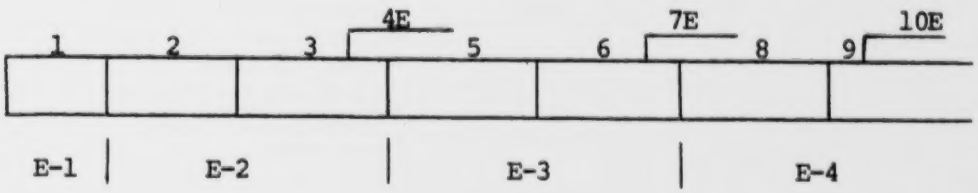
CONTINUOUS PROGRESS PRIMARY REPORT

PROGRESS THROUGH FOUR-YEAR PRIMARY:

Language Arts: Phases 1-10 required. (Enrichment 11E and 12E)



Numbers-Mathematics: Phases 1-3, 5-6, & 8-9 required.
(Enrichment 4E, 7E, 10E)



EFFORT: *Work and Study Habits* (During this period)

Should Improve ☐ Normal ☐ Outstanding ☐

ATTENDANCE:

Days Absent_____ Times Tardy_____

COMMENTS:

Teacher_____

Pupil's Name _____

READING RECORD: Urbandale Community Schools' Individualized, Continuous Progress Primary Program Reading Materials. Besides Programed Reading, the pupil is to read with 80% efficiency in two other materials in each phase.

	Date Finished or Progress
PHASE I	
Perceptual -- Physical, Motor, Social	
PHASE II	
Perceptual -- Motor, Social, Auditory-Visual	
PHASE III	
Perceptual - Auditory-Visual, Language, Mental	
Developing Learning Readiness Kit & Webstermasters (McG-H)	
Frostig Development of Visual Perception Masters (Fol)	
Peabody Language Development Kits P & 1 (AGS)	
Classification and Seriation Kit (HR)	
Kelp Evaluation of Learning Kit (McG-H)	
PHASE IV	
PR Prereader (McG-H)	
PR Book 1 pp 1-36 (McG-H)	
Fun at the Pond (HR, Ben)	
Leonard Visits Space/ sound (Field)	
Becky, Rabbit/sound (BP)	
Squeaky, Squirrel/sound (BP)	
Peabody Kit 1 (AGS)	
DLR Webstermasters (McG-H)	
Frostig DVP Masters (McG-H)	
Before We Read Masters (S-F)	
PHASE V	
PR Books 1-2 (McG-H)	
Frog Fun (HR, Ben)	
Tuggy (HR, Ben)	
Pepper, (HR, Ben)	
Come With Us (Ginn)	
PR Prereader 1A (McG-H)	
Story Fun (Sing)	
Skippy, Skunk/sound (BP)	
Sandy, Swallow/sound (BP)	
Leonard Visits Ocean Floor/ sound (Field)	

	Date Finished or Progress
PHASE V (Cont.)	
Get Set Language Games (H-M)	
Peabody Kits 1 & 2 (AGS)	
Skilltext, Bibs (Mer)	
PHASE VI	
PR Books 3-5 (McG-H)	
Six in a Mix (HR, Ben)	
Under the Apple Tree (Ginn)	
Peppermint Fence (He)	
Skill Builders, Lev. 1 Pts. A,B,1 (RD)	
New Skill Builders, Lev. 1+, Pt. 1 (RD)	
Leonard Discovers America/ sound (Field)	
Leonard Visits Dinosaur Land/sound (Field)	
Story Wagon (Sing)	
Sally, Owl/sound (BP)	
Pudgy, Beaver/sound (BP)	
A Listening-Reading Program: Peanut Butter Boy etc. (He)	
Peabody Kit 2 (AGS)	
Skilltext, Bibs (Mer)	
PHASE VII	
PR Books 6-7 (McG-H)	
It Happens on a Ranch (HR, Ben)	
Sky Blue (He)	
Open the Gate (Ginn)	
Skill Builders, Lev. 1, Pt. 2 (RD)	
New Skill Builders Lev. 1+, Pt. 2 (RD)	
Peanut Butter Boy (He)	
Leonard Visits Sitting Bull/sound (Field)	
Story Time (Sing)	
Up and Away 1 (H-M)	
Peabody Kit 2 (AGS)	
Skilltexts, Bib & Nicky (Mer)	

(over)

Date Finished or Progress

PHASE VIII

PR Books 8-13 (McG-H) _____
Star Bright (He) _____
The Sea of Magic Ink (HR,Ben) _____
Story Train (Sing) _____
Skill Builders, Lev. 2, Pt. 1,2 (RD) _____
New Skill Builders, Lev. 2, Pt. 1 (RD) _____
Leonard Goes to the Olympics/ sound (Field) _____
Up and Away 1 (H-M) _____
Come Along 2-1 (H-M) _____
A Listening-Reading Program: Charger the Talking Horse, etc. (He) _____
Peabody Kits 2 & 3 (AGS) _____
Skilltext, Nicky (Mer) _____
_____ _____

PHASE IX

PR Books 14-17 (McG-H) _____
Ranches and Rainbows (Ginn) _____
Skill Builders, Lev. 2, Pt. 3 (RD) _____
New Skill Builders, Lev. 3, Pt. 2 (RD) _____
Fun and Fancy (Ginn) _____
Meadow Green (He) _____
Leonard Goes to the Olympics/ sound (Field) _____
Leonard Equals Einstein/ sound (Field) _____
On We Go 2-2 (H-M) _____
Charger the Talking Horse (He) _____
Peabody Kit 3 (AGS) _____
Skilltexts, Nicky & Uncle Bunny/sound (Mer) _____
_____ _____

PHASE X

PR Books 18-19 (McG-H) _____
Winging Through Lights and Shadows (HR,Ben) _____
Looking Ahead 3-1 (H-M) _____
Climbing Higher 3-2 (H-M) _____
Story Carnival (Sing) _____
Leonard Equals Einstein/ sound (Field) _____
Leonard Discovers Africa/ sound (Field) _____
A Listening-Reading Program: Joe Magic etc. (He) _____

Date Finished or Progress

PHASE X (Cont.)

Skill Builders, Lev. 3, Pts. 1,2 (RD) _____
New Skill Builders, Lev. 3 Pts. 1 (RD) _____
Red Random House Reading Program & Pacemakers (RH-S) _____
Skilltexts, Uncle Bunny & Ben, the Traveler/ sound (Mer) _____
_____ _____

PHASE XI

PR Books 20-21 (McG-H) _____
Winging Through Lights and Shadows (HR,Ben) _____
Peacock Lane (He) _____
Skill Builders, Lev. 3, Pt. 3; Lev. 4, Pt. 1 (RD) _____
New Skill Builders, Lev. 3, Pt. 2/sound (RD) _____
Red Random House Reading Program & Pacemakers (RH-S) _____
Skilltext, Ben, the Traveler/sound (Mer) _____
Joe Magic (He) _____
_____ _____

PHASE XII

Along Story Trails (Ginn) _____
Skill Builders, Lev. 4 & 5, Pts. 1,2,3 (RD) _____
New Skill Builders Lev. 4 & 5, Pts. 1,2 (RD) _____
Along the Sunshine Trail (Sing) _____
Blue Random House Reading Program & Pacemakers (RH-S) _____
Independent Library Reading _____
Reading Project _____
_____ _____

Phase 4-Programmed Prereader and Book One (E-2)

The pupil can ....

1. Name, print in manuscript and associate the most common sounds with the letters--*a, i, I, n, N, p, t, T, m, o, f, c, s,* and the diagraph *th.*
2. Name, spell, and print in manuscript the words--*an, in, pan, pin, nip, nap, it, at, pat, tin, ant, am, man, tan, mat, map, I, a, yes, no, thin, fat, fan, can, cat, sit, this, is, Tab,* and *Nip.*
3. Pass Programmed Reading Test 1 on page 36 of Book 1.
4. Manipulate book, slider, and answer sheet.
5. Make appropriate answers and check.
6. Dictate sentences as teacher writes.
7. Demonstrate in simple examples that a capital letter starts a sentence and a period or question mark completes the unit of thought.
8. Read the sentences--*Am I a man? I am a man. Am I a pin? I am a pin.* (Others using the words in standard 2)
9. Write the numerals 1-10.

Phase 5-Programmed Reading Books 1 and 2 (E-2)

The pupil can ....

1. Apply the skills started in previous phases.
2. Name, print in manuscript, and associate the sounds with the short vowels--*a, i, o,* and *e;* the consonants--*m, M, n, N, t, T, p, P, f, c, C, s, S, b, B, d, D, g, h, H, r, k,* and *L;* the diagraphs--*th, sh, ng, ch, nt, tch,* and suffixes--*ing, s,* and *eng,* and possessive--*'s.*
3. Name, spell, and print in manuscript 80% of the 109 words that have been introduced in Programmed Reading.
4. Tell a simple story without heavy reliance on pictures or other aids.
5. Discriminate between words--*pin* from *pan,* etc.
6. Form words from a root--with *an* form man, pan, fan, etc.
7. Demonstrate the ability to follow proper left to right, top to bottom, and page to page progressions.
8. Take dictation of short sentences with capital at beginning and period at end.
9. Write the numerals 1-50.
10. Pass tests in Programmed Reading Books 1 and 2.
11. Demonstrate the proper nouns beginning with a capital letter.

Phase 6-Programmed Reading Books 3-5 (E-2)

The pupil can ....

1. Apply the skills started in previous phases.
2. Name, print in manuscript and associate the sounds with consonants--*W, V, X, LL;* and suffixes--*ed* and *es.*
3. Name, spell, and print in manuscript *I'm, I'll, that's* and 80% of the 285 words that have been introduced in Programmed Reading.
4. Demonstrate a reading mastery of phonetically introduced words.
5. Identify the main idea and/or ideas in reading material at this level.
6. Demonstrate ability to use table of contents.
7. Take dictation of several sentences at this reading level with reasonable accuracy in the use of capitals, periods, question marks, commas, apostrophies, exclamation marks, possessives, and spelling.
8. Write full name in manuscript.
9. Write the numerals 1-100.
10. Pass tests in Programmed Reading Books 3-5.

Phase 7-Programmed Reading Books 6 and 7 (E-2 and E-3)

The pupil can ....

1. Apply the phonetic linguistic program of Books 1-5 in reading, spelling, and word formation.
2. Recognize and distinguish between the sight words--*of, are, the, that, what, they, I, no, yes, on, to, up, of,* and *lamb.*
3. Name write in manuscript, and associate sounds with consonant--*j;* vowel forms--*y,e, ir, ar, al, u, ay,* and *alk;* and the suffixes--*et* and *est.*
4. Take dictation of a paragraph of this reading level without more than two mistakes in each sentence.
5. Substitute pronouns *they, he,* and *she* in place of *Sam* and *Ann* in given sentences.
6. Remember to indent first sentence of a paragraph in formal writing.
7. Copy accurately and legibly from books, chalkboard, charts, etc.; making allowances for difficulty of material and physical capabilities.
8. Read, spell, and write in manuscript 80% of the 448 words introduced in Programmed Reading.
9. Pass tests in Programmed Reading Books 6 and 7.

[The reading concepts continue through 12 phases, but are not reproduced here.]

ELEMENTARY MATHEMATICS

Modern mathematics is not new mathematics. It is an attempt to help all teachers learn to do what many teachers have done for a long time, to help children see the basic structure unifying the subject as they learn mathematics, thereby helping them to think clearly and reason correctly. There are some new topics and new approaches to old ideas which will give the student a firmer foundation for understanding the use of mathematics. It is based on the psychological principle that in understanding *why*, students will gain an interest in mathematics that makes learning *how* easier and more meaningful.

Urbandale's Continuous Progress program is divided into four primary levels and three intermediate levels. The primary program is composed of seven basic and three enrichment phases, and the intermediate program contains six basic and three enrichment phases.

Three texts were used in selecting materials for the phases. Teachers are expected to combine the three into a program to fit the mathematical needs of each individual.

Basic - Singer 1968 Sets and Numbers
Remedial and Drill - McCormick-Mathers 1968 The New Mathematics
Enrichment - SRA 1965 & 68 Greater Cleveland Mathematics Program

Teachers will allow for three distinct phases in the instructing and learning process: (1) Group Instruction; (2) Basic Individual Learning Contracts; and (3) Enrichment Contracted Activities.

1. Group Instruction - *New processes and mathematical structure should always be introduced by the teachers. To leave this to the individual is time consuming and understanding likely to be overlooked. It is not necessary that pupils be working in contracts over the same materials at the time of group instruction.*

2. Basic Individual Contracts - *Contracts should follow the sequence of standards for the phase. Pre-tests and post-tests should be used to determine the degree of achievement of the standard.*

3. Enrichment Contracted Activities - *The activities can be proposed by the teacher or pupil. The pupil will write his own contract in most cases. Pupils should start in the Enrichment Phase when it is evident he will finish the previous Basic Phase three or more weeks ahead of his age group in that level.*

[Following pages, not reproduced here, carry a list of supplementary mathematics materials and primary mathematics phases and standards of which only one page is shown.]

SUPPLEMENTARY MATHEMATICS MATERIALS

Material	Grades
The New Mathematics (McC-M) 9 workbooks -- remedial and review	E-1 to 8
Greater Cleveland Mathematics Program (SRA) 4 books, 1968 copyright, enrichment	E-1 to 4
Greater Cleveland Mathematics Program (SRA) units 1 to 12, 1965 edition, enrichment	E-5 to 7
Individual Math Drill and Practice Kits (Singer) Kits AA, BB, CC, DD - Addition, Subtraction, Multiplication, Division, Fractions, Decimals, and Measurements in each kit.	E-3 to 8
Mathematics Drill Tapes (SPA) 80 tapes -- 11 divisions - Starter A,B,C, Addition, Problem Solving, Subtraction, Numbers and Numerals, Multiplication, Division, Fractional Numbers, and Enrichment Topics	E-2 to 8
Using Modern Mathematics Filmstrips (SVE) 49 Filmstrip-6 sets 1-1, 1-2, 2, 3, 4, 5, and 6. Take up all the topics of modern mathematics self-teacher and drill.	E-1 to 6
Programmed Mathematics (McGraw-Hill, Sullivan) 7 Programmed books -- Addition, Advanced Addition, Subtraction, Multiplication, Division, Fractions, Decimals and Measurement.	E-4 to 6
Math Builder Strips for use on Controlled Reader (EDL) 8 sets on Number Facts, Mental Arithmetic, and story Problems.	E-1 to 8
McGraw-Hill Enrichment Programmed Materials 4 Programmed books -- Measurements, Estimation, Sets 1, Sets II.	E-6 on
Self-Instruction in Basic Skills (CTB) Junior and Advanced Kits of Programmed remedial drill.	E-3 on
Miscellaneous Materials - See pages 2 to 3 in the Feb. 1, 1969 catalog of Multi-Media Instructional Aids for ideas.	

LEVEL E-1

PHASE 1

Standards (Pages listed are from Singer K)

The pupil can

1. Mark around the larger or smaller member of a set or point to the larger or smaller member of a set of two different size objects. pgs 1-5

2. Point to the braces that designate an empty set or a set of one member and can draw a line connecting matching sets pgs 6-11

3. Point to the sign used to show *is equal to* and can mark the set of 0 to 3 members that is equal to another set. pgs 12-17

4. Identify and count sets of 0, 1, 2 members and count to 2 (Notation 0 to 2 - counting and recognizing numbers) pgs 18-25

5. Point to or mark the *longer, shorter or taller* in the comparison of two members of a set. pgs 26-31

6. Identify and count sets of 3 and fewer members (Notation 0 to 3 -- counting, recognizing numbers, and demonstrating the meaning of *one more*) pgs 32-39

7. Match two or three-dimensional objects, shapes, or geometrical figures (Limited mastery expected) pgs 40-41, 52-53,70-71

8. Identify and count sets of 4 or fewer members. (Notation 0 to 4 --counting, recognizing numbers, and demonstrating meaning of *one more*) pgs 42-51

9. Recognize a triangle, square, circle, and rectangle (Limited mastery expected) pgs 54-55

10. Identify and count sets of 5 or fewer members. (Notation 0 to 5 -- counting, recognizing numbers, and demonstrating meaning of *one more*) pgs 56 -65

11. Name and identify a penny and count 1-5 pennies pgs 66-69

12. Place the numbers 1 to 5 in order. (Considerable mastery of Notation 0-5 expected at this point) pgs 72-75

MATHEMATICS STANDARDS COMPLETION RECORD

Name_____ Teacher_____ Level _____

Phase____

Standards											
Date											
Score											
Comments											

Phase____

Standards											
Date											
Score											
Comments											

Phase____

Standards											
Date											
Score											
Comments											

Phase____

Standards											
Date											
Score											
Comments											

INDIVIDUALIZING AND HUMANIZING SCIENCE

Richard Bliss, Racine, Wisconsin, Public Schools

Secondary Science Objectives

During the past fifteen years, we have given little thought to the necessity of training (programming, if you will) the young mind to think not with science and technology as the end products but with reason and judgment in social affairs as well as in science. This concept implies that science is not only a tool for developing skilled technologists and scientists but also a tool for developing thought patterns that will aid the young person in getting along in a socio-environmental context. I believe that we have just begun to get at the possibilities of developing new attitudes which require us to realign our objectives for science teaching.

By looking at our skill objectives--the process of science--and our affective objectives--the values of science--we can see not only how these meet the needs of the scientist but, more importantly, how they meet the needs of the young person getting ready to face a society that demands decisions based on environmental literacy.

The processes of science include such things as skills in observation, classification, inferring, predicting, measuring, communicating, interpreting data, making operational definitions, formulating questions and hypotheses, experimentation, and formulating models. These are the skills that a scientist uses in solving a problem, yet they are not applicable to science alone. The processes of science include the kinds of thinking that have a direct application to the problems that a young person will be faced with in everyday life. The young person, if given an opportunity to observe, classify, and measure will have an advantage in decision-making that he would not otherwise have.

When one is asked whether or not these processes of science are the main objectives in science, it should be pointed out that we also deal in the affective domain. I could with confidence state that the goals in the affective domain are often of greater importance than our skills objectives. In the affective domain, we are looking at operational values that manifest themselves in the young person's life such as consideration of premises, consideration of consequences, respect for logic, search for data and their meaning, questioning all things, longing for knowledge and understanding, and a demand for verification.

As teachers, we must realize that good rhetoric and good intentions will not do the job. It is imperative that we give young people a hands-on experience with materials that are relevant. When we recognize that all young people do not learn at the same rate and that it will be to the advantage of some to move faster than others, when we

recognize that it is the slow student that needs our help more than the rapid student, when we recognize that the majority of our young people will not be going to college, when we recognize that science for the sake of science is a nondefensible position, science for the development of process skills and values is then a comendable and socially productive position.

As this thinking becomes our orientation on a K-12 basis, we could well be on the road to making education what it purports to be, that is, preparing the young person through meaningful experiences to relate to the transient moods of the society of which he is a part. This view, if implemented, will require a radical change in the philosophical direction that we have used for so many years. I am sure that this kind of change will never come until a burning desire is created at both administrative and instructional levels to make curriculum relevant to today's social needs. This curriculum then must have its continuum from K-12 so that all links in this chain stay together.

Elementary Science Imperatives

I am convinced that science education must start at the kindergarten level and proceed through the secondary level. Too long, we have tried to present all the child's science education in the seventh, eighth, and ninth grades. It is vital that a child begins to learn the hard operational task of applying logical thought and decision-making during those years when he is most likely to become turned on to the things about him. Before we can expect these things to happen in the K-6 context, however, a clear understanding of our goals and priorities must be forthcoming. Let us ask ourselves some basic questions about what we think is essential knowledge for our K-6 children. Must they know that electrons travel around a nucleus and that this nucleus has particles, both plus and minus, that are within its midst? Must they know that when they turn a switch they open a pathway for inconceivable multitudes of electrons to travel and to do work in some form? Must they know that for every action there is an equal and opposite reaction? Must they know that certain chemical reactions are reversible and that some produce heat while others use heat? Must they be able to label all the parts of an insect and know that some insects are helpful and some are harmful to them? Must they know all the planets and nebulae in the universe and the various dimensions related to them? As we carry this questioning on ad infinitum, we may find that we would answer some with a "yes" and certainly others with a "no." At any rate, we can be sure that our points of view would differ. I am certain that we could easily rationalize these points, but isn't there an objective that is greater? I think there is.

Let me point out some processes and attitudes inherent in science that extend themselves far beyond and into every other area of the curriculum. These attitudes and processes are the offshoot of

rational thought. I feel that this is where science has the most significant contribution. Let me review these processes with my interpretations.

Observation--The student makes use of all his senses, sight, hearing, and touch.

Classification--The student places information in relative categories, such as classifying insects, frogs, snakes, metal, wood.

Inferring--The student makes certain assumptions about a phenomenon based upon his meager experience.

Predicting--Given some clear and proven data, the student now can predict future outcomes.

Measuring--The student developes an attitude toward measuring standards. If it can be measured, it should be measured, but a reliable standard criterion must be established.

Communicating--Information must be arranged in such a manner as to allow for effective communication with others.

Interpreting data--We can interpret only when we bring together our classification, communication, inference, and predicting experiences. This is a collective process.

Making operational definitions--The scientist must learn to make definitions that are clear and expressive of the phenomena to which he is referring. For the elementary child, this is any definition that clearly identifies the phenomena from his experiential background.

Formulating questions and hypotheses--This is a sophisticated process where the student involves all he presently knows. He makes inferences and predictions to formulate his hypothesis.

Experimentation--One of the best means of making judgments relative to a problem is through the empirical knowledge of experimentation.

Formulating models--We constantly form models in the various encounters of life; however, in science, we use them to add dimension to our theories. The model is always subject to change when more information comes to require a change.

How are these processes of science implemented? This is the classroom factor, and this is where experimentation and opportunity to understand scientific concepts in a realistic manner take place. Amazingly, however, the processes of science are used in all experimental activities and more so when questioning takes a divergent stance rather than recall of a specific answer. This kind of

questioning is present when the questioner asks, "I wonder why?", rather than, "...do you remember what I told you?" This being so, it behooves those of us with the responsibility for teaching science to offer meaningful activities that will not only develop the scientific attitude, but will do so in the context of good scientific practices. From this point of view, it is the processes that the child uses rather than the actual content that emerges as a major objective. If we can develop rational thought patterns within the child's mind, we have given him a tool to use as he relates to all parts of his environment.

Looking a little deeper into the processes of science, we can see a Hawthorn effect that has far deeper meaning to the child than just the mechanics of programming a mind. The reference here is to a value system that is inherent within the processes. Here are a few of those values for your consideration:

Consideration of premises--This value is basic to any sensible approach to a problem whether it be scientific or sociological.

Consideration of consequences--One must be aware of the end result. Hopefully a child will learn this value at an early age.

Respect for logic--The young person who does not learn to apply and respect logic cannot frame himself in the context of a logical argument. This value must impinge upon mankind if society is to recover from its present ills.

Search for data and their meaning--This value implies that we should teach our young person to be alert and continuously looking for new data (information).

Question all things--He must value the questioning spirit. Sound evaluation and valid conclusions usually arrive from a continuum of questioning.

Longing for knowledge and understanding--This should be an inherent drive in every young person, and science can contribute to this drive by offering new horizons for him to explore and thus develop in him a lasting motivation.

Demand for verification--Science develops this attitudinal value through a fair-minded search for truth. The socio-economical implications of this development are far reaching.

Science for the elementary child becomes a very useful tool in all walks of life when we prepare him with these kinds of experiences in the classroom.

Some Helpful Books Towards Elementary Science Ideas

Barrett, Raymond. Build-It-Yourself Science Laboratory, Doubleday and Co., Inc., New York, 1963

Beauchamp, Wilbur L. and Challand, Helen J. Basic Science Handbook K-3, Scott, Foresman and Co., Chicago, 1963

Brandwein, Paul F., et al. Teaching High School Science: A Source-book for Physical Sciences, Harcourt, Brace and World, New York, 1961

Carin, Arthur and Sund, Robert. Teaching Science Through Discovery, Chas. E. Merrill Books, Inc., Chicago, 1970

Hone, Victor A. Sourcebook for Elementary Science, Harcourt, Brace and World, Inc., New York, 1962

Karplus, Robert and Thier, Herbert. A New Look at Elementary Science, Rand McNally and Co., Chicago, 1967

Nelson, Astrid. Elementary School Science, Prentice Hall, Englewood Cliffs, New Jersey, 1968

Pella and Wood. Physical Science for Progress, Prentice Hall, Englewood Cliffs, New Jersey, 1964

Parker, J. Cecil and Rubin, L. J. Process as Content, Rand McNally and Co., Chicago, 1966

Silverly, R. E. Rearing Insects in the Schools, William C. Brown Co., Dubuque, Iowa, 1962

UNESCO. 700 Science Experiments for Everyone, Doubleday and Co., New York, 1962

TEACHER'S ROLE IN AN INDIVIDUALIZED HOME ECONOMICS PROGRAM

Mrs. Eleanor Cockrane, Brookings High School, South Dakota

Philosophy and Techniques for Individualized Teaching

Ours is education for home and family living. Ours is to teach young people to accept an adult role, to use the teachable moment, to teach for values rather than skill outcomes. This can be done easily in an individually-guided program; yet it can be lost as easily by a nonsensitive teacher.

Teachers of the individualized home economics program, now in its fifth year, at Brookings High School, Brookings, South Dakota, wish to share some convictions and conclusions expressed by nationally known educators which they feel express their philosophy toward individualizing:

> All education worthy of the name enhances the individual. It heightens awareness, or deepens understanding, or enlarges one's powers, or introduces one to new modes of appreciation and enjoyment. It promotes individual fulfillment. It is a means of self-discovery.
>
> The final justification of all of the billion-dollar programs, all the lofty educational policy, all the organizational efforts is that somewhere an individual child learns something that he might not have learned, or grows in understanding, or gains in skill or capacity or insight.
>
> * * * * *
>
> . . . We need people to help us clarify and define the choices before us. . . And we need them to rekindle hope. So many of us are defeated people--whatever our level of affluence or status--defeated sometimes by life's blows. . . Learning occurs when people have some measure of confidence and hope.
>
> --John W. Gardner in No Easy Victories
>
> To be able to do something well, to get visible results, gives him a sense of his being and worth which he can never get from regular schoolwork, from teacher-pleasing, no matter how good he is at it.
>
> --John Holt in How Children Learn
>
> Dr. Menninger told his staff, . . . that the most important thing they can offer a patient is love. For when people learn to give and receive love, they recover from most of their illnesses,

whether physical or emotional. This is the secret behind the amazing success of the Menninger Clinic in Topeka, Kansas.

--Bruce Larson in Dare To Live Now

Eric Fromm believes that loneliness and the inability to love are the underlying causes of psychic and emotional disorders. Hobart Mowrer, Professor of Clinical Psychology at the University of Illinois, believes emotional illness results from a barrier between the conscious self and other people. Carl Rogers, founder of the famous nondirective school of counseling, says of persons that come to his University of Chicago school for training ". . . without 'love' no amount of training can make a man or a woman effective."

Why place pupils under strain and stress: Is it only to prove that you can teach them the five nutrients and the value of each, or how to make a perfect chocolate cake, or how to apply a zipper using the lap method? Is it so they will pass a test with a high grade and you are thus accountable? Or are you searching for the activity or the experience that will match the maturation of the student, interest of the student, need of the student, background of the student. Without these he cannot grasp the values. What is he learning?

To fail a student does much damage to the individual; it is a social stigma to him and his family. It destroys the self-concept. When you tell him that he can't do it, why should he try? Students want to be respected as individuals, understood as persons, treated as personalities, loved for themselves.

A child learns to speak by patiently and persistently experimenting, by trying many times. He makes many mistakes. And mother attempts to offer a little praise for each time, even for the imperfect trials. Isn't mother a good teacher? How much progress must your students make before you register even a little praise? Is "all or nothing" the only evidence of progress? Examine the learning experience and see if it fits the individual, if it challenges him without discouraging him. A little praise brings results we never expected.

Why do we waste time taking roll? The teacher could work individually with one or two students during this time. Does it really matter if they are not there all of the time if they are not failing? If learning is fun, won't they be present?

Paraprofessionals may work with those who need skill help (using an appliance, setting in a zipper) which frees the teacher for the greater tasks in evaluating and planning.

Teaming of personnel is good for students as some relate better to one than another. Lack of rapport kills so many opportunities, closes so many doors.

Beginners progress faster in a multi-age group as they learn from others, just as a youngest child learns from his older brothers and sisters.

No matter what type of learning packages you use, or how intensively you use them, make your program an individually guided program. Your program must fit you and your students.

Middle-school age is a time for flexibility, time to reinforce skills needed for future life. It is a time to master reading; yet it is only a beginning of the time for using subject matter as tools.

Teacher's Role in an Individualized Program

The teacher who plans to work in an individualized program must see his role as supportive, not threatening. Teachers may become better able to guide students in an individualized program by gaining experience in library skills and interviewing techniques. The teacher needs to be able to identify problems and possible solutions, to be extremely sensitive, and to be able to recognize developmental patterns of physical growth and learning.

The learning process should lead to new convictions about self, new perceptions of self. The teacher should make confrontations, but always cite at least one positive thing about the student or his work before offering a negative criticism.

Belonging is identifying with a group in which the members help each other feel warmth and security. Do you belong in your class? At the beginning, distrust and skepticism are natural. All is so new. Ask yourself, at least once each hour, "What have I done to build trust? What have I done to break down or remove walls?" Remove the invisible barriers in your classroom. As the student works in very small groups, he will learn trust. At first, it is hard for a student to express his ideas and beliefs. A one-to-one basis is helpful and paraphrasing is a good technique for gleaning the most from a student.

Do lots of listening--deep listening. Discuss problems or concerns and feelings. Keep confidences. Let the student know you care.

Prepare youth and adults for a vastly changing type of job opportunities. Do more than touch--feel. Do more than listen--understand. Do more than talk--say something. Do more than think--solve problems.

With knowledge doubling every four to six years; with today's young people facing an average of three to four changes in careers or vocations; with the probable life span increasing two to three times as fast as in the past; are our methods in which we were trained years ago meeting today's and tomorrow's needs?

To meet these needs, students will need to be able to read and/or accumulate knowledge, to use library skills to enjoy reading, to have confidence in themselves, to make decisions, to establish values and goals.

To meet these needs, teachers will have to--

- Listen to the spoken word, the unspoken word, the gestures, the pauses, the facial expressions, the thoughts of students.
- See the person, his background, his goals, his needs, his desires, his problems.
- Feel, understand, adjust.

Teachers will also need to--

- Search and learn.
- Enjoy youth of all descriptions.
- Foresee trends for the future.

The Individualized Home Economics Program at Brookings

I have written and have been using a completely individualized, self-paced home economics program in the high school at Brookings, South Dakota, grades 9-12. I used it with some structuring in semester classes in grades 7-8 in the middle school at Brookings last year. This year it was used completely in the middle school. Schools in other states are using the program in part or whole in more or less structured situations.

I have two full years of comprehensive homemaking and nine more advanced semester classes at Brookings High School. All are using an individualized home economics program made up of 575 capsules, short individualized learning packages, and 95 tape scripts.

The capsules are short learning guides--guides to keep the student on a path between the times a teacher spends with him. I say, "A guide for the student between conferences (3-5 minute conferences are often ample)."

The capsules cover all areas, but more in each area will always be needed. I am adding constantly to the capsules. Some capsules have separate written pretests and some have separate written post-tests. Some have performance tests. Many of the tests and activities may be completed orally if the teacher and the student so desire. The teacher should confer or work with the student within each capsule at least once and at the end of each capsule.

There are three types of capsules (samples of each type follow):

- Regular--The easiest. Gives the most direction and is the least creative, least flexible.

- Inquiry--Allows the student to make more choices. It is more flexible than the regular capsule, but requires the student to delimit a broad objective, restate the objective behaviorally, then proceed with a given plan or outline a plan of his own.

- Discovery--The most flexible. Here the student must identify his topic, state his objective outline and complete his activities, and evaluate with the teacher.

SAMPLE OF A REGULAR CAPSULE

THE REAL YOU

OVERVIEW:

The teenager needs to stop and look at himself and the very way of one's life affects the "real you."

REQUIREMENTS: Complete Activities.

LEARNING OBJECTIVE:

From study and the filmstrip, the student should be able to list reasons for wanting to be accepted and the affects of outside factors on health and appearance.

RESOURCES: [Multi-Media]

Filmstrip: "The Real You," National Livestock and Meat Board
McDermott, Trilling, Nicholas, Food for Modern Living, Lippincott, 1967

LEARNING ACTIVITIES:

_____1. View filmstrip and read commentary or listen to tape #45.46

_____2. Name the four food groups. How does each group promote body health. What nutrients does each group provide?

_____3. Define calorie. How many calories should you have each day? How many calories did you consume yesterday? What affect do these have upon you? Why?

_____4. Post Test:

What besides food - really contributes to the Real You?
Be Complete.
[Open for flexibility allows for individual differences.
Teacher may go as far as she feels the need in evaluation.]

SAMPLE OF AN INQUIRY CAPSULE

BLENDS

OVERVIEW:

Blends--a fabric for every purpose--are highly used fiber and fabrics today. Can they replace the natural fibers?

REQUIREMENTS:

Outline the plan of work under Activities Completed that you follow to accomplish the learning objective. Prerequisits: Fibers tape #56.10 and Textile tape #56.20

LEARNING OBJECTIVE:

Given opportunity and access to reference and fabric, the student should make a thorough investigation of blends. [Delimit objective and state behaviorally.]

RESOURCES USED: (Name all).

ACTIVITIES COMPLETED: (Outline, check and complete activities)

CONCLUSIONS:

Draw complete conclusions of your findings. What did you learn from this study? What articles would you choose today made from blends rather than natural fibers? Why?

QUEST:

Sew a garment using a blend. What did you like about it; what did you dislike and why? Wear the garment once and tell how wearability compares with a fabric of a similar natural fiber.

DISCOVERY CAPSULE (_____)
Subject

SAMPLE DISCOVERY CAPSULE

OVERVIEW:

I believe that I have need in this specific area and would like to investigate namely:_____.

LEARNING OBJECTIVE: (May use several if necessary)

Given_____I want to be able to_____.

RESOURCES I HAVE USED: (author, name of source, publishing company, copyright date)

ACTIVITIES COMPLETED: Plan project and check with teacher.

CONCLUSIONS:

From this project, I would make the following generalizations or conclusions: (Name at least three or four)

All capsules require evaluation, some written, some orally, some both written and oral. As we use a capsule, we always do some oral evaluation at the end.

The capsules are organized under six concepts. These concepts help us use a problem solving approach to teach students, not just home economics. These concepts could be used in any discipline and might be used to organize multi-discipline teams and subject matter. The concepts are:

- Self-expression and interaction
- Consumer education
- Resources and decision making
- Health and safety
- Related art
- Trends and influences

These concepts help the student to apply facts and, hopefully, to put them into his concepts for the future.

Tapes are used to help the slow reader, give variety to the better student, and release the teacher to work with individuals. They could easily be used for large group presentations, as we have used them in the past. The tapes are a prerequisite to a capsule or an activity within a capsule. They must be accompanied by visuals. Most of the visuals are transparencies from 3M, Scholastic, commerical filmstrips, or clippings from old texts, magazines, etc. (The visuals are not included in the set of materials on the market.) The tapes are simply made to fit any particular visuals. The tapes must be made from the tape scripts sold with the program.

All capsules have a multi-text approach and many have a multi-media approach. The student must find his references. Reference titles are suggested in the regular capsule, but no page numbers are given. The student thus learns to find, sort, and use materials, to evaluate himself and others.

The objectives of the program are summarized as follows:

- To help each student learn to--

  Accept responsibility for his own learning.

  Formulate appropriate goals.

  Locate and organize materials.

  Practice self-expression orally and in writing.

  Evaluate self and others by use of critical analysis.

  Make comparisons and validate judgments.

  Work individually and in groups.

- To help each teacher learn to--

  Listen to students.

  Ask meaningful questions.

  Help find answers.

  Work as a team member.

  Implement individualized instruction.

  Work with concepts and learning objectives.

  Write additional learning guides as needed.

I publish a "Capsule Newsletter" about four times a year. Its purpose is to help teachers who are using the capsules, to keep them up to date, to call attention to new materials, to answer questions, and to share ideas from other capsule users.

Our students appear enthusiastic. Our enrollment continues to climb significantly. We have both boys and girls in classes. Any hour of the day, we could have all classes represented, all subjects represented, and boys and girls represented. The students help motivate and help each other. Discipline is solved because the students are working in areas of interest; they are working for themselves not their teachers.

The set of materials is available to schools for purchase. It offers any teacher in any school, in any area of the country, a relatively good choice of content and an opportunity to concentrate on methods used in individualizing. Eventually, all will need to

rewrite, add to or change the capsules. They wouldn't be individualized if all were complete and satisfactory for everyone! This set of materials will give the beginning impetus needed in most classes and cut teacher writing to a minimum. Those who buy the set of materials are entitled to the "Capsule Newsletter" for one year free. (See pages 130-131 for further information regarding the purchase of these materials.)

The program is designed for grades 6-12 and has been extensively tested in the Brookings schools, both middle schools and high school. (In Brookings High School, students take home economics in both scheduled and unscheduled classes.) A method for grading or marking when individualizing was developed and tested with the program.

Evaluation When Individualizing

Some typical evaluations in the Individualized Program at Brookings High School follow.

Yesterday's capsules have been read and recorded, questions are written on each capsule. The bell rings and in come more than fifty eager boys and girls. There are freshmen, sophomores, juniors, and seniors.

The teacher, or teachers, start with yesterday's capsule in hand. First, they respond to questions by helping June find a reference for "Adoption," and Susan one for "Cakes." Phyllis needs a pretest checked. A student looks at it quietly. June begins adding to the information written on her sheet. At this point, except for one question, all is satisfactory. A suggestion is made for a reference or alternative activities are recommended. The student makes her choice and goes on to finish.

Evaluations are on a one-to-one basis. (We must have the student's trust and keep him talking.) Bob has completed the "Vegetable Cookery" capsule. The tape, "Vegetables," was a prerequisite; therefore, both are ready for evaluation. (Credit is given for tapes that are prerequisite to a capsule.) If possible, when evaluating, sit down beside Bob where he is working. If you have him come to a desk, the relaxed feeling, the rapport, may be lost and conversation become stiff and unproductive. Some natural questions for this oral evaluation could be:

What new vegetables did you hear about?
What new methods of preparation did you discover?
In general, if you were to give me three or four rules for cooking vegetables, what would you list?
Of what food value is the fruit-vegetable food group?
Name a vegetable rich in Vitamin A, Vitamin C. (If the capsule is for Homemaking II, or Foods and Nutrition, pursue the purpose of Vitamin A, Vitamin C, and other sources of them.)

You then say to Bob, "You have planned a menu using the creamed asparagus which you prepared. Let's evaluate the menu on the Menu Score Sheet. Ask questions such as:

What food groups are sufficient?
What nutrients are lacking?
What varieties might you find?
Do you have the equipment in your kitchen at home to prepare these foods?
How long would it take to prepare them?
Would their cost be reasonable? (Sometimes, figure possible cost.)"

You then say, "Did you know that if you wish to prepare other new vegetables and/or prepare them in different ways, that you can get extra credit? Plan a menu for each and evaluate it on the Menu Score Sheet: it will be worth from one-half to one additional credit." (This is the way you can get depth in the Home Economics Program.)

"Under what objective and concept is this capsule?" "How did the capsule help you to grow toward that objective?"

Since each vegetable prepared on the capsule was seen, tasted, and quickly evaluated with the student, little time needs to be spent on reading the written work if a thorough evaluation is used at the end of each activity. One time, nutrients will be stressed; management and variety will be discussed very quickly. Another time, management and variety may be emphasized, and little time may be given to nutrition. After several weeks in the foods lab, a thorough check on all points can be made in three to five minutes. The student tells without the teacher asking questions.

Mary has completed a woolen dress. She is experienced and scheduled in Homemaking II. The dress is a wool plaid. She has completed the following capsules: "Sew-Some-More," "Sewing on Wool," "Bound Buttonholes," "Sewing on Plaid," "Making and Attaching a Collar," "Making and Setting in Sleeves."

Mary laid out her plaid fabric at school as a fulfillment of "Sewing on Plaid," then took it home to cut. She tried various seams for her fabric as an activity on "Sewing on Wool," then put in the staystitching, darts, and plain seams at home. At that point, Mary brought her work to school. She completed the collar capsule, made and attached the collar. Since this was a new experience, she practiced on a sample collar of a similar material.

She also completed the sleeve capsule in school and put in the sleeve. She practiced making bound buttonholes several times and made seven on her dress. That weekend she took her dress home, sewed on the buttons, and put in the hem. On Monday, she brought it back, gave it a final pressing, and came to see when she could do the final evaluation.

Near the end of the period, Mary, with her list of criteria for scoring and her own score, returns to you. Look at the capsules and garment at one time. The evaluation might go as follows:

"'Sew-Some-More' - 1 capsule credit. What techniques reviewed in the capsule did you use? Why? How?

"'Sewing on Plaid' - 1 capsule credit, plus 1 credit on garment (quest). 'Sewing on Wool' - 1 capsule credit, plus 1 credit on garment (quest). Under what objectives and concepts do these capsules come? How did the capsules help you to progress toward that objective?

"'Bound Buttonhole' - 1 capsule credit, plus 1 or 1 1/2 credits on garment (quest). Under which concept and objective was this capsule?"

Mary and you look at the dress together. Before saying or doing anything, be sure to state at least one thing good about the dress. Further questions and remarks might include:

What did you enjoy most as you worked on the dress?
Where did you have the most trouble?
What would you do differently another time?

Use many pauses as you look at the garment, inside and outside, back and front. (Usually, if you hold the pause, you get the story of the homework.) Since much of the work was done in school, opportunities were present daily for a little help, a remark or a question when most needed. Continue the evaluation thus:

"How many credits do you feel you should have on the dress? Since the buttonholes and matching are superb, as is the pressing, how would two credits in addition to the three (or more) quests sound to you? That would make a total of four credits on the four capsules and five on the garment."

"Now you mentioned that you had trouble with your zipper, and that you would do the collar differently; how about choosing your next project to include those two projects? Then do the zipper capsule and further quest on the collar capsule."

"You may wish to try some tailoring techniques on the collar. Have you ever used interfacing or interlining to any extent? That might be another suggestion."

"You may take your garment with you or keep your garment in the display window until Friday."

A group of girls have formed a cluster and are talking--doing very little on capsules. If they are working on similar capsules, you could turn from an adjacent evaluation to ask one of more of the following questions:

Have you seen the film _____?
Did you read the article in yesterday's Parade on _____?
Did you see the clipping on the bulletin board?
Here is the film catalogue. These films are available at the guidance office; these, at the University, and must be ordered. Would you like to try to find one that would give you some ideas?
Last year, Janice arranged with a doctor to come and talk to a group who were interested. The nursing or pharmacy students at the University will come out and give specific information on such items.

A group of students are just sitting. You might come into the group and start a conversation by asking questions and making comments such as:

Did you have a hard test?
What would you change about school this year?
Perhaps you would like to spend some time in a small group. Why not select a topic, make some plans for outside participants, perhaps. Let anyone who cares to participate do the particular capsule, or some outside reading, and write a short report on the subject.
Who would you suggest as a speaker or panelist?
Did you see the show last night? Was it something like the book? What do you think of a family like that? Wasn't he a juvenile delinquent? Why? (Young people will spring to the rescue, some on each side--isn't this good for building values and goals?)
While you are not too busy, would you help me?
It is time to add a few new capsules. What would you like to see added?

A very poor reader is working hard on a foods capsule and not making very much progress. You have already helped find references for her, you pointed out specific facts, you found illustrations, but she needs more help.

You might ask: "Have you done the capsule, 'The Real You' or 'The In-Way to Meal Making," Perhaps you would like to try one and then discuss it with me orally. They are interesting and fast capsules." Be sure not to say easier or you are telling her that she can't do hard ones. (Heim Grott, Between Parent and Child, is an excellent reference for handling and questioning students.)

A student doesn't care to complete a capsule. You should sit down and talk about it with him.

You might say, "What would you rather do than these activities? Then, let's change them if they aren't worthwhile at all or can't lead to something worthwhile."

If you cannot change a capsule, give the student credit for work already completed, or try to; otherwise, give a quarter or a half

credit. Then have him choose another capsule and go to work. Sometimes we, too, have wanted to change our course.

In general, how many times did you do something today to build trust in students? Did you show them that you really care about them? The more trust and confidence students have in you, the further each will go, the harder each will work. How much praise have you given today?

What did you do today to help a student examine his beliefs, his feelings, his ideas, and those of others? Without a thorough examination of beliefs, feelings, theories, ideas, premises, no decisions should be made, no values can be established.

Did you let the student talk instead of talking yourself? Did you listen--listen deeply enough to hear thoughts, convictions, interests, and needs, not just the spoken word?

Why not ask or expect youth to adjust, not conform?

This teaching is not easier; it is more rewarding. Did you see the eyes of a student light up today?

In conclusion, let us consider the following statements:

> The likelihood of the student putting his knowledge to use is influenced by his attitude for or against the subject; things disliked have a way of being forgotten.
>
> One objective toward which to strive is that of having the student leave your influence with as favorable an attitude toward your subject as possible. In this way, you will help to maximize the possibility that he will remember what he has been taught, and will willingly learn more about what he has been taught.
>
> --Robert F. Mager

> To the teacher who has slow, average, and accelerated students in his classroom, our advice would be: spotlight the strengths of your slow learners and minimize their weaknesses. Find something each one can do and give him recognition for it. And by your very action say to all of them, 'You are somebody!'
>
> --Madelyn Martin

Resources

Mrs. Cochrane will not be teaching the next school term. She will be writing and will be available to help schools. Contact her as follows: Mrs. Eleanor Cochrane, 411 South Iowa, Mitchell, South Dakota, 57301.

The materials prepared by Mrs. Cochrane and described in the preceding article, are for sale by her. A set of more than 560 capsules and 90 tape scripts is $150. The set is under copyright but may be produced within a school building for use in that school.

The OSSP has purchased a set and released it for use by Mrs. Carole Jones, Sheridan High School. She will give you her comments and assistance upon request.

A CONTINUOUS PROGRESS APPROACH TO THE TEACHING OF LANGUAGE ARTS IN THE SECONDARY SCHOOL: A STEP TOWARD THE INDIVIDUALIZATION OF INSTRUCTION

Constance J. Georgiades, Beverly Hills High School, Beverly Hills, California

[The following article is a reprint of a publication by this title issued by the Center for Excellence in Education, School of Education, Waite Phillips Hall, Los Angeles, California. It is used here in lieu of a taped report of the sessions on continuous progress language arts conducted by Doctor Georgiades.]

Introduction

In his provocative book, The Mind as Nature, Loren Eiseley reminds the reader of the monumental role facing the educator, the role of the sculptor carving an intangible future. He clearly conveys the dimensions of the task when he says: "There is no more dangerous occupation on the planet, for what we conceive as our masterpiece may appear out of time to mock us--a horrible caricature of ourselves." Later in this same work, he says: "He is giving shapes to time, and the shapes themselves, driven by their own inner violence, wrench free of his control--must, if they are truly sculptured, surge like released genii from the classroom or, tragically, shrink to something less than bottle size . . . and each day by word or deed the chisel falling true or blind upon the future of some boy or girl."

Such is the nature of the tremendous task we face. Most of us admit that this task is not being effected in the most desirable way. Some children drop out of school, many refuse to participate in classroom activities, and others passively mark their time. Perhaps our greatest challenge lies in seeking a more meaningful experience in learning that will better meet individual needs of unique human beings.

Ironically, although we are living in the Space Age, current curricular practices belong to the era of the Wright brothers. Such practices are not only outmoded, but what is worse, they deny the existence of individual differences. They perpetuate mass instruction and demand that each child fit a given mold.

Although our schools must assume the responsibility for educating an increasing number of students with wide variations in backgrounds, abilities and interests, we continue to group students in classes chronologically with little or no consideration for the uniqueness of each child. Such grouping denies an elementary precept of education: students are individuals and as such learn at differing rates. At no one age will all students exhibit equal ability in all phases of the curriculum. In the field of language arts one can identify some basic skill areas. Primary among these are reading, writing, literary analysis, spelling, and syntax. At a given level it is difficult, in fact impossible, to find all students achieving at that grade level in all areas. In all probability, one out of five, or twenty per cent of a given class will be at grade level in all areas of instruction. Yet in spite of this fact, typical programs are organized so that students at a given level all receive the same instruction which often result in frustration for some and boredom for others.

Basic Problems

Frustration in learning has been compounded through the practice of promoting students lacking all of the prerequisite skills for the next grade level. For example, a given student may do well in all phases of a language arts curriculum with the exception of written composition, yet he promoted and expected to perform at the next level. It is at this point that frustration begins to operate for he simply is not prepared for new experiences; he needs additional practice and reinforcement before moving on to another level. At the same time he should not be asked to review the entire level again but rather work only on the composition component of the curriculum.

Another problem common to the conventional pattern of organization is the tracking of students. Such a pattern builds upon the assumption that all students within these groups possess equal ability. Additionally, they tend to develop false notions of superiority and inferiority. Students grouped in an honors program for example, tend to feel that they are somewhat removed from those whose academic level is not commensurate to theirs. Those grouped in remedial sections tend to develop negative feelings about themselves. Such grouping does not allow students to look realistically at themselves.

A third problem arises in the failure of traditional programs to consider not only the different learning styles of students but the different learning paces. Other than for one's own convenience, for what reason do we ask students to learn at the same pace? The fact is

that they learn at varying rates and asking all students to learn at the same rate simply bores some while insuring failure for others.

Recognizing these basic problems in traditional forms of curricular organization, many educators are looking at the continuous progress curriculum attempts to better reflect what we know about the way human beings learn and grow. Basic to such a design would be the belief that learning must:

- Relate to individual needs
- Begin where the learner is
- Provide success
- Accommodate various rates of learning

Although many schools have implemented a continuous progress curriculum, no two programs are identical for each school has unique characteristics that determine the program. Yet in each program there is one significant constant: removal of the chronological barriers that create unrealistic groupings of students into meaningless grades and allowing students to progress at their own rate.

Organizing a Continuous Progress Language Arts Curriculum

The continuous progress approach assists in individualizing instruction in the following ways:

- Encourages students to master prerequisites
- Eliminates needless repetition
- Provides a tailor-made curriculum for each student
- Acquaints the student with his particular strengths and weaknesses
- Gives the student the opportunity to work with a variety of teachers and the experience of working with students other than those at his own grade level
- Gives the student a voice in determining his language arts experience
- Gives the teacher an opportunity to specialize in a given area of instruction

The successful implementation of such a program can be assisted by a transitional approach. Through slight modification of the existing

language arts curriculum, a more individualized program can be achieved before moving to total individualization which involves much more preparation time for creating materials and assisting students and teachers in assuming new roles.

The transitional model for language arts suggested here involves the following:

- Removal of grade designators
- Removal of achievement grouping
- Use of diagnosis and prescription
- Reorganization of each component of the language arts curriculum into curricular strands.

The following diagram demonstrates how a conventional curriculum might be restructured to accommodate a transitional program in which students are placed according to diagnosis in a given phase of the language arts curriculum.

It must be remembered that such a program in no way attempts to sever one phase of the curriculum from the other. Rather, in particular courses the emphasis will be on a particular component. For example, in a literature course a student will still be given written assignments in which he has an opportunity not only to personally react to a given piece of literature, but he has additional opportunity to develop his writing skills. In the same way, although a student might be enrolled in a composition course, he would be reading noted pieces of literature. This is a facet of the program that the students should thoroughly understand.

MODEL - A CONVENTIONAL CURRICULUM IN A TRANSITIONAL PROGRAM

Reading	Reading 11 Achievement level: grade 6 and below	Reading 12 Achievement of grade 8 to grade 6	Reading 13 Achievement level of grade 10 - 8	Reading 14 Advanced Reading Skills Achievement at grade level			
Spelling and Vocabulary	21 Fundamental Spelling and Vocabulary	22 Developmental Spelling and Vocabulary	23 History & Development of the Language				
Oral Communication	Small group discussion	Oral Composition	Debate				

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Composition	41 Pratical Composition	42 Theme Development I	43 Theme Development II	44a Expository Writing	44b Expository Writing	45 Advanced Composition	46 Creative Writing
Literature	51 Responding to Fiction	52 Responding to Poetry	53 The American in Literature	54 Contemporary Literature	55 Dramatic Literature	56a Literature for College I	56b Literature for College II
Special Courses	61 Survey Mass Media	62 Bible as Literature	63 Mythology	64 Shakespeare	65 Seminar for Advanced Study		

LENGTH OF EACH SEQUENCE

The transitional model can easily adapt to the conventional quarterly grading cycle. Each segment of the curriculum would then be designed for completion within a nine-week period. An experience in reading instruction, however, should last a minimum of one semester.

Obviously such an arrangement does not accommodate different learning rates. Movement from this transitional model to a continuous progress curriculum involves the removal of time barriers and the utilization of learning packages or other such materials that allow individual progress.

PLACEMENT

Placement is determined the year prior to the student's actual involvement in a given phase. In the third quarter of the ninth grade in the case of a three-year high school, or in the third quarter of the eighth grade in a four-year high school, all students should be evaluated to determine their proficiency in all areas of the language arts program. In the areas of spelling, vocabulary, and reading, it has been found that the best means of evaluation are standardized examinations. However, in the fields of syntax, composition, and literature, teacher judgment appears most appropriate.

INSTRUMENTS OF EVALUATION

There are many effective measures of achievement currently on the market. However, the following have been particularly effective:

Spelling: The Buckingham Extension of the Ayers test. This particular instrument measures spelling ability from grades one through nine.

Reading: In this area many tests are available. No matter which is used the reader must remember that the research reveals that practically all standardized reading tests produce scores that are typically two grade levels above the student's actual ability level. Tests that might be used are (1) Gates Reading Survey, Grades 3, 5-10, and (2) SRA Achievement Series: Reading, Grades 1-9.

VOCABULARY

The Educational Development Laboratories have developed a placement test to be used with their programmed materials. While giving the teacher a grade-level achievement score, it also provides the teacher with specific information regarding the appropriate material for beginning instruction.

SCHEDULING

After having evaluated each student in these phases of the curriculum, the teacher is ready to sit down and have an individual confer-

ence with each student. He advises the student of his general performance level in each of the various areas and makes recommendations based upon data obtained. A built-in requirement of the program is that if a student is found to be deficient in the areas of reading, including vocabulary and comprehension, that he first be enrolled in courses providing work in these areas, as it is believed that success in other courses is contingent upon success with reading the written word. The teacher and student then select a given number of courses in which the student will be enrolled for the coming year. In the case of the school operated on a quarter basis the student would therefore be enrolled in four "blocks" of courses. This process would be followed each spring. Of course, once the program is in operation, it is only necessary to test incoming students.

SAMPLE STUDENT SCHEDULE

For an average student entering the 10th grade his schedule might look like the following:

Grade 10: Composition 42, Literature 51 and 52, and Reading 14
Grade 11: Composition 43 and 44, Literature 53 and 54
Grade 12: Composition 44a and 44b, Literature 56 and 57

On the other hand a schedule for a less academically talented student might look like the following:

Grade 10: Reading 12 for a semester, Composition 41, Vocabulary 21
Grade 11: Reading 13, Composition 42, Vocabulary 22
Grade 12: Literature 51, 15, Composition 43, Survey of the Mass Media

It should also be noted that such a program provides additional experiences for the language-arts-oriented student. For example, one might take two Language Arts courses per nine weeks. In such a case the student would simply be using another language course as one of his electives.

SAMPLE TEACHER SCHEDULE

From the teacher's point of view the continuous progress program holds numerous advantages. One of the chief advantages is the opportunity to allow teachers to become subject matter specialists. Teachers can focus on those courses for which they have the best preparation, and the greatest interest. For a given quarter the teacher's schedule might look like the following:

First Quarter: Period 1 -- Shakespeare
Period 2 -- Shakespeare
Period 3 -- Composition 44a
Period 4 -- Preparation

Period 5 -- Composition 44a
Period 6 -- Spelling and Vocabulary 22

Although a given teacher may have three preparations within a particular quarter, it must be remembered that he might repeat one or more of the assigned courses in another quarter.

SUGGESTED SEQUENCE

As an aid to one attempting to implement a continuous progress language arts program, the following sequence is suggested:

- Consideration of local needs
- Survey of student interest
- Devising course outlines and criteria for placement
- Testing of students
- Explanation to junior high teachers of criteria for placement
- Placement of students
- Allotment of materials

CONCLUSION

The continuous progress approach to the teaching of language arts holds tremendous promise for the individualizing of instruction. It should be noted that the model suggested in this paper is a transitional design intended to be used as one step in progressing toward continuous progress. Not until all time barriers are removed, and student schedules reflect individual needs will we have arrived at our objective.

This design has been used successfully in many schools. Evaluative studies reveal significantly cognitive gains made by students. Yet perhaps the effectiveness of any program is best reflected in the way students feel about it. The following paragraphs were written by a student after having been involved in such a program for three quarters. Such student comment speaks for itself.

Continuous Progress English

Some of the advantages of a Non-Graded English program, I think, are getting to meet different teachers, and knowing just how much of a difference their personalities can be. To me, being with the same teacher for the whole school year or 180 days could be sort of boring. Last year where I lived, I had the same English

teacher for the whole year and my teacher seemed very cold and didn't bother to meet any of us any further than to know our names. I also feel that having different teachers and different courses every nine weeks takes pressure off the students and also makes the school year seem to go much faster.

It doesn't make the class seem too hard yet lasting too long. You have more and yet less time to concentrate just on that one subject. I feel comfortable in this system, due to the fact that the competition has vanished between the classmates and you have the chance of meeting your fellow upperclassmen.

In some classes you might have a little fun, but in others it might be just one complete drag. I think it's a great opportunity to be in the same class with the upperclassmen of my school.

Some of the disadvantages could be getting in with the same students you were with before. They are the students who are always making trouble and wasting the teacher's time. Yet there are some students who always keep the class behind, along with the student. I think that sometimes some teachers expect just too much from their students.

Some teachers teach too fast so they really have the students hanging or else the students don't catch on to the teacher's teaching habits.

I also think there should be a few more classes added; because for one thing, I think Shakespeare should be added because I've always wanted to study Shakespeare; and many students don't like to take notes properly, so there should be a class where hints on note taking should be mandatory.

My decision is to stay with the continuous progress system because it is a much better way to learn and meet new and interesting people.

SCHEDULING AND ADMINISTRATIVE ORGANIZATION

Dr. William Georgiades, University Southern California
and NASSP Model Schools Project

[This presentation consisted largely of slides on which Dr. Georgiades commented. Some of his remarks regarding education in general are given here.]

Some materials that you may find helpful are as follows:

- "Tomorrow's Schools: Images and Plans," a film available from Dr. J. Lloyd Trump, NASSP, NEA Building, Washington, D. C., gives some of the ingredients of schools of the future and presents the concepts associated with the individualization of instruction. Small rental fee.

- Center for Excellence in Education publications. May be obtained direct from the Center for Excellence in Education, School of Education, Waite Phillips Hall, Los Angeles, California 90007, for 75¢ each. Also available on loan from Oregon Small Schools Program, Oregon Board of Education, 942 Lancaster Drive NE, Salem, Oregon 97310.

  Selected Annotated Bibliography on Individualization of Instruction. (William Georgiades and B. Flavian Udinsky) Publication contents include sections on--

  Change Efforts and Rationale
  Organization for Change
  Personnel and Students
  Curriculum and Instruction
  Evaluation and Measurement
  Bibliographies
  Media

  Individualized Instruction System Rating Profile. (William Georgiades and James E. Black)

  Consists of a profile which may be used to rate individual classrooms, a school, a school system, or a variety of learning environments. Can serve as a baseline for a system moving toward individualized instruction and assist in charting progress toward this goal on a longitudinal basis.

  Variables to be Considered in Planning for Educational Change. (Daniel J. Burke, School of Education, Indiana University)

  Presents a planning strategy that can lead to productive change--the planning design in two phases and an analysis of planning steps. Emphasis is on careful evaluative procedures prior to activating any desired change.

The Selection, Training, and Effective Utilization of Instructional Aides. (Donald C. Clark and Sally N. Clark, Monrovia Unified School District)

Discusses some of the elements necessary for the development and implementation of a good instructional aide program. Chapters on selection procedures, orientation and training procedures for teachers, orientation and training of instructional aides, evaluation of aides and aide programs. Has a bibliography of current literature on aides and aide programs. Appendix contains an outline of a training program for aides.

The Pontoon Transitional Design for Curriculum Change. (William Georgiades)

Defines the pontoon-transitional design and discusses three basic pontoon patterns--independent study, small group discussion, and large-group presentations. Nine illustrative pontoon schedules are given, also a number of individual student schedules.

Scheduling for Pontooning. (Herbert R. Holder, Arvin High School, Arvin, California)

Development of the pontoon-transitional design at Arvin High School is given. Includes a critical look at pontoon scheduling, areas of concern, and sample schedules.

Planning a New High School with Pontooning as the Educational Design. (Wesley R. Anderson, Principal, Highland High School, Bakersfield, California)

An overview of a pontoon-transitional design for a new school in which facilities complement the use of such a design is presented. Includes chapters on approaches that might logically follow the pontoon design and possible problems and criticisms.

Preparation of the staff for Utilizing the Pontoon Transitional Design. (Donald C. Clark and Sally N. Clark, Monrovia Unified School District)

Examines some techniques and procedures for preparing professional staff members for successful implementation and operation of a program built around the pontoon-transitional design. Lists resource materials on pontooning and gives a time schedule for in-service when a program is to be implemented in September.

A Continuous Progress Approach to the Teaching of the Language Arts: A Step Toward the Individualization of Instruction (Constance J. Georgiades)

This publication is reproduced in this Report under the preceding title.

• Reprints of articles appearing in NASSP Bulletin. Write to NASSP, NEA Building, Washington, D. C.

J. Lloyd Trump and William Georgiades, "Doing Better with What You Have--NASSP Model Schools Program," May 1970

_____, "Which Elements of School Programs Are Easier to Change and Which Are Most Difficult--and Why?," May 1971

_____, "The NASSP Model Schools Action Program," May 1972

* * * * *

Pontoons try to build bridges from where we are now to individualized instructional systems. A transition to individualizing has to be done systematically; it cannot be done immediately. There is no instant kind of mashed potato mix that will take a system from where it is to individualized instruction. You have to build bridges. We call these bridges "pontoons."

* * * * *

You always have problems. Some of it is the way you implement a change. If you try to implement something that is too dramatic, you will get into trouble. You can plan on it.

* * * * *

I define independent study as a series of options which the school makes available for the child or the young person. The child or young person must select from those options. There is not, what I call, an extra option which is to sex it up, or drug it up. That option has been chosen in several schools. Independent study without control will not survive.

One option might be the library. Another could be a research center. Then you must have equipment. I have seen kids in resource centers where there wasn't one piece of equipment per kid. All you end up with in such a situation is the worst example of a study hall. Independent study as currently applied in this country is really nothing more than a study hall. That is what independent study is now in America. That is not what it is meant to be at all, but that is what it is.

* * * * *

The better kinds of career and vocational programs in this country are off campus. This is why we do not need large schools. If you

really think through where the best learning takes place in a number of areas, you will see you do not need as many kids on campus. You may have to worry about transportation in some communities because you will not otherwise have access to certain kinds of experiences. In that case, you may have to work on other kinds of models. . . I see less and less time on campus and more and more time on a range of options elsewhere. Enrollments are dropping off all over America. There are now school sites for sale from shore to shore in our country, coast to coast. Our suggestion is to make the units smaller and go to the area concept. You can then have an area center for vocational, area centers for other activities. But keep the unit small. . . I would want no more than four or five hundred in a secondary unit. That would be maximum size. This would pose certain problems, but I think these problems can be dealt with if you really want to deal with them. Through the use of central joint facilities, you can avoid duplication, for instance, duplication of athletic facilities. In urban centers you can build one athletic field that is used by three high schools, or lease the local university field. We have to get at this thing of personalization of relationships--get off this idea of massiveness, of losing the kid in the crowd. This is also true in the classroom. That is why in our model [slide] there are no classrooms. There is no such thing as teaching a group of thirty because that is a nonteachable group. That is too large for a small group and too small for a large group. In this model we have groupings of fifteen, twelve, five. [slides]

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Once in awhile in America or Canada, we get a chance to design a new building. That is fun. We argue that you can build a plant for 25 per cent less than its predecessor cost. The money saved can then be put into individualized equipment.

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Working with the community is tremendous. I have found a great deal of acceptance of change by school boards. I do think you have to try to influence them in your own place and at conventions. You can do so. Eventually you can worm your way into influence programs, and get some things going. It is amazing how many board members come back from meetings and say, "Why aren't we doing it." You may have been trying to get them to do it for ten years, but you do not say, "I've been telling you that for ten years." You say, "You are absolutely right." That does happen. I think we have to work through school boards.

* * * * *

You cannot just change a system totally overnight. To do so is a risk. You run into problems with kids who cannot adjust quickly. You run into tremendous problems with teachers. You run into community organizations. This is why we believe in transitional models

such as shown on the film, "Tomorrow's Schools." Involve a smaller group of teachers and a smaller group of kids and then gradually expand.

* * * * *

In fact, we do not want to change. We have to help each other change. I believe in handholding. It is not any good for a guy to say, "Individualize." You have to take time to say, "Take my hand and step into the hole with me when I trip."

* * * * *

I do not have very much regard for the consultant types who come into a system and say, "Do it," and do not want to live through the trauma of doing it. Bypass the consultant university type. They do not get into the real world. You can talk ideas all you want, but you have to do it with kids--live, active bodies. You have to live with the parents.

* * * * *

I am very touchy on too much publicity. I think, obviously, you have to work through your board, but I think what has killed a good many programs in this country has been advance publicity. The program was announced before it was implemented. . . I always raise questions about undue publicity. Why? Why? Is it because you have a guy who wants a better job and can use an idea to catapult himself, pole-vault into a better Job? What is the reason for all the publicity? The best jobs, I think, are done quietly. I think you have to communicate within reason, however.

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To say to a child, "Do what you want" is rejection. It is really rejection psychologically. I did not say a noose of security is good. That is a problem that school people, parents, and others have. The question is what is a reasonable boundary. Eventually, it has to be established. Doesn't every relationship, whether it is in the school or the home? Otherwise there is chaos.

* * * * *

You can organize pontoon schedules. To me, the first step is one of evangelization. You have to get the message across that there may be better ways of doing things. How you organize evangelization for your staff is up to you. Much of it may come out of a conference. Maybe films will stimulate the staff. Maybe you have someone who can speak to the staff. Maybe the staff should go out and visit a school. But one way or another you have to get the word out. The second step is what I call a "voluntary kind of involvement." Depending on the size of the school, you seek to get several teachers who would like to try some new idea. Then you work with these teachers

helping them to develop the kind of materials that make it possible.

* * * * *

There are millions of pontoon schedules, and they are being used in very small rural schools as well as in large schools. Size is not the key factor here. . . The pontoon is basically a team teaching block. Teachers take a group of students concurrently enrolled in a number of areas and create a three-hour time-block in which they decide how the time is to be used. There is no schedule, except they now have a given number of students in a three-hour block. This works at the high school level and at the first-grade level. However, youngsters of six or seven years of age usually prefer to go into a nongraded continuous progress program. . .Teachers take this block of time and work out all kinds of schedules. By the end of the year they will have from ten to fifteen different schedules. Teacher-advisor, teacher-counselor roles can be worked into pontoon schedules. The teaching team becomes the teacher-advisor, teacher-counselor to a specified number of kids, whatever number they are working with.

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To me, individualized scheduling means that there is no schedule in the rigid sense. There are a variety of schedules and the teaching team calls the schedule they wish to use, depending on their learning objectives. The teachers control the scheduling. They are simply given a group of sixty kids for three hours and they work it out from there. . .The way we get continuous progress is to cross over grades, for example, put ninth and tenth grade youngsters together. This works especially well in small schools because you have fewer kids to work with anyway. Then you do a diagnosis and place each student on an appropriate point on the growth continuum.

* * * * *

You do not change the whole school at one time. You only involve a portion of the school. Then, depending on the size of the school and the way the program develops, you move gradually throughout the school, but you never start with an entire school. Most small schools I have worked with have started with one pontoon and a couple of teachers, two or three. That is the way it starts. Then they go from there.

* * * * *

The primary purpose of pontooning is to help teachers become accustomed to calling their own time shots and to become accustomed to varying the sizes of their learning groups according to their learning objectives. Once you get used to that, as many of you know, you can never go back again. . . One reason teachers like this kind of scheduling is, if it does not go well, they can always go back.

* * * * *

I am very concerned in small schools, particularly, that you have a plan. Otherwise, people come and go and the thing you were doing kind of goes, too. So I think it is rather critical to have a plan. I think the community and the board have a right to this. A plan includes scheduling, content change, facilities change, staff changes, and evaluation for a five-year-period. The plan shows you what was planned for the school.

* * * * *

I think the way the principal proceeds is very important. If the principal is not growing, if he is not a growing animal, then he cannot expect the staff to grow. We are saying that the climate of the school, the human climate of the school, is the first prerequisite. Otherwise you play games of change. Everybody's schedule is packed and nothing happens. In the end it all ends up in the same closet. You walk in to hang something, and there it is, all in the same closet.

* * * * *

Our hypothesis says there ought to be one adult, not teacher, for every twelve students in the school. In order to make that work, you have to differentiate the staff; otherwise, you cannot afford to do so. . . At Mariner High School, the instructional assistants, almost all of them, are certified teachers. They cannot get jobs. The NEA says there were 100,000 graduates with credentials this spring and 8,000 jobs. (This does not count the people who want to get back into teaching.) We need these young people. We need this fresh infusion of new blood, and we are going to lose them. My argument is that we had better organize a differentiated staffing kind of model. We are not going to pay instructional assistants what we pay teachers. I see coming a model where the graduates will work in some kind of intern capacity for one, two, or three years, after which they can apply for admittance to the profession.

CONTINUOUS PROGRESS LANGUAGE ARTS

Sister Judith Royer, Pius X High School, Downey, California

Pius X High School, Downey, California, possesses a highly innovative academic program stressing a differentiated school staff, instructional assistants, new roles for teachers and students, individualized student scheduling and evaluation, a non-graded continuous progress curriculum and varied, multi-media learning materials and activities. Pius X is a member school of the Model Schools Project (MSP), a national curriculum program sponsored by The National Association of Secondary School Principals and partially funded by the Danforth Foundation. The school also has received a California State Grant under ESEA Title II, Phase 2, designating it as a demonstration library and instructional materials center.

Goals

Pius X recognizes that establishing an appropriate curriculum demands goal setting on three levels:

1. Broad goals to provide the philosophical, psychological, and sociological context. These goals are long-range in nature (c.f., Pius X Philosophy). They determine the purposes and direction of the school and its various departments for a period of five to ten years.

2. Intermediate goals to implement the global goals. The primary goal of the Pius X staff as participants in the Model Schools Project is to help each student become a skilled, self-motivated learner, in relation to his own potential (see Philosophy section). The MSP demands a threefold curriculum continuum sequenced according to what is basic (minimal), what is desirable (modal) and what is enriching (maximal).

3. Measurable performance objectives to delineate the learning tasks within these three sequences. These behavioral objectives spell out what each department wants the individual learner to do as a result of the prescribed curriculum experiences.

Curriculum Design

The Model Schools Project defines curriculum in terms of experiences and activities that are basic, desirable, and enriching. The basic program excludes those experiences that are not strictly necessary for functional citizenship in our complex, technological society. More advanced activities fall in the desirable or enriching areas of the curriculum. Desirable implies what is required or useful for college preparation, vocational training or development

of personal interests. Enriching includes all types of advanced work and those experiences that demand greater academic ability or specialized talent (e.g., honors seminars, advanced placement study, college classes, professional training, etc.).

All students are required to have continuing contact with each of nine areas of learning:

RELIGION
ENGLISH
FINE ARTS (Art, Drama, Music)
FOREIGN CULTURE (Languages)
HEALTH, FITNESS, RECREATION (Physical Education)
MATHEMATICS
PRACTICAL ARTS (Business, Home Economics, Industrial Arts)
SCIENCE
SOCIAL STUDIES

The program utilizes three methods of learning--large group presentation, small group discussion, and independent study. Primary contact with the nine areas of learning comes through the large group presentation and the small group discussion, each required one period each week in each subject. Remaining periods are scheduled into the Resource Centers, study, and work areas of each department for independent or directed study.

Each student's schedule is individualized to motivate him to want to learn each subject by providing things that are interesting to him and which help him toward his present and future goals. To facilitate a smooth transition, all 9th grade students begin each subject in supervised, directed study and progress to independent study when they individually show the capability to benefit from it.

The core of the Model Schools Project is emphasis on the need for independent study. Independent study, according to J. Lloyd Trump, Project Director, is "what students do when teachers stop talking." It includes all forms of personal student activity. It may be performed privately or with others. Its structural format is the continuous progress continuum based on the learning prescription.

Learning Materials

The curriculum is individualized according to units and designed to provide for continuous progress. Individual materials are provided for each student in the form of learning packets, books, pamphlets, models, audio-visual materials, community and work experiences, self pretests and self post-tests. Students work through the sequence of "learning prescriptions," taking tests to show they have mastered each skill studied.

The Pius X learning prescription includes the following characteristics for each unit:

- Performance objectives with specified performance levels based on departmental goals and frequently stated in problem-solving terms so as to encourage a student's sense of discovery.

- A pretest to permit the student to challenge the unit, concept or skill (an alternate form of the post-test).

- The main idea or component ideas and sometimes a series of learning tasks breaking each complex concept or skill into a sequence of steps.

- Multiple resources and activities (print and non-print) subject to student selection and sometimes including student formulated alternatives with points for experiences of differing importance as weighted by the department. These points combined add up to the credit required for that unit.

- Provision for "quest" work at any stage of a sequence. Quest is defined as self-chosen in-depth study of a given concept, skill, or attitude.

- Self tests to allow students to evaluate self progress and goal achievement.

- Appropriate teacher evaluation of student achievement encompassing post-tests, oral evaluation, student self-grading and other viable methods.

- Teacher supervised content discussions following the completion of the more significant segments of the sequence, with appropriate teacher evaluation (students sign up when prepared).

- An annotated bibliography, wherever appropriate, to serve as a guide for optional reading.

- A critique form to permit student evaluation of the effectiveness of each unit.

As an aspect of the continuous progress structured in learning prescriptions, each department provides the possibility of student or teacher initiated tutorial groups for those students who need help in defining goals, choosing resources or understanding concepts difficult for their developmental level.

The school also makes available study skills assistance for students who are weak in reading or math, closely supervised study for those who are lacking in self-discipline, and a totally teacher-directed program for those students who are identified as dependent learners

or who request such a highly structured program. Each department establishes its own self-contained alternate program.

Finally, each department is in the process of specifying a minimum level of competence in its basic program that all students must attain before graduation. This competence will be assessed by a written, and oral, examination administered by each department to all who are eligible for graduation each year (maintenance exam).

Large Group Presentations, Small Group Discussions, Independent Study

Large group presentations, while they may also be instructional, are primarily intended to be motivational. The large group format includes all forms of presentation, lecture, demonstration, debate, film and media. They are both teacher and student initiated.

Small group discussions are principally intended to teach interpersonal communications skills through interaction in group roles. A teacher meets with approximately 15 students each week to work on subject skills, to brainstorm or to react to the large group presentation, using discussion as the technique. This is an essential part of the program since it gives students and teachers a chance to respond to each other in a positive situation.

When students are not scheduled into large or small groups, they are scheduled by their Teacher-Counselor into the different locations in the school or community where independent study or directed study takes place. Some of the activities which can be scheduled are silent study, group study, seminars, test taking, music group practice or lessons, work sessions in art, home economics or industrial arts, science or business labs, physical education, student assistant work or tutoring, work experience, and advanced placement.

Independent study grows partially out of the motivation of the large group presentations and some of the issues raised in discussion groups. Though important, independent study cannot stand alone; it must be seen as part of the triangle of: presentations, discussion groups, and independent study. Students who do not achieve a reasonable level of progress are scheduled into traditional classes (directed study), in place of independent study.

Teacher's Role

The job of the teacher is greatly professionalized in the school. Each teacher is a Teacher-Counselor in charge of about 30 counselees, is a small group discussion teacher, has departmental responsibilities in the areas of preparation and presentation of materials, evaluation of students, or supervision of students' independent study time.

He has instructional and clerical aides to help him with these responsibilities.

Teachers are able to arrange their time so that they can specialize in areas in which they have most skill, and yet can be available to meet the changing needs of students. Parents can usually reach a teacher or arrange a conference during the school day or after school from 2:30 - 3:30.

One of the most significant aspects of the Pius X educational program is the Teacher-Counselor role (T-C). Each student chooses or is assigned to a T-C whose responsibility is to help him schedule independent study time, gather and keep information about the student, discover the student's strengths and weaknesses, communicate with parents and, most of all, motivate the student to do his best. Each T-C acts as educational supervisor and evaluator for his counselees while they are at Pius X.

Parent's Role

Since education of children is a teamwork effort, our educational program requires close cooperation between home and school. Parents are contacted by the T-C to confer about students. Parents are free and are urged to contact T-C's regarding their student's progress. Most parents visit with the Teacher-Counselor several times each year. Questions about a given department are directed to the department chairman or to the student's departmental consultant (subject teacher).

Parents receive periodic newsletters. A Principal's Advisory Council has been set up to seek advice of parents on improvements in the program. The Parent-Faculty Organization and the Mothers' Club provide meetings which give information about the program.

Student's Role

Students are expected to take a greater share of the responsibility for the success of their own education. Many find this difficult, but the Teacher-Counselor assists and guides the student in becoming a more self-motivated learner. Some of the things each student needs to learn are to--

1. Set quarterly, daily, and weekly goals.
2. Learn to estimate his own potential.
3. Help his Teacher-Counselor determine the ways in which he learns best.
4. Ask for help from teachers, students, parents, and T-C.
5. Be trustworthy in using materials and equipment.

Evaluation

The staff is continually revising the sequences of curriculum units and trying to make improvements in the way results are reported to parents and students. Primary emphasis is placed on how well the student does in relation to his own abilities. Records are also kept to know a student's progress in relation to others, so that some comparisons to past performance can be made.

Each month, progress in each department is checked by the Teacher-Counselor through a computer print-out of each counselee's progress. Parents receive computer and anecdotal reports from each department at the end of the quarter. The student, parents and the Teacher-Counselor also meet jointly and go over the student's progress and set goals for the future. Normally one or two of these conferences is held each school year.

ALL MATERIAL ON PRECEDING PAGES CONSTITUTES AN OVERVIEW OF THE SCHOOL AND ITS PROGRAM WHICH IS GIVEN TO PARENTS AND VISITORS.

Learning Sequences

BASIC SEQUENCE

1. Following directions
2. Basic sentence patterns
3. Compound and complex sentences
4. Punctuation
5. The paragraph
6. The essay

(#1-6 equal the 1st Semester equivalent--grade printed out for transcript.)
(#1-6 must be done in sequence)

7. Introduction to the Short Story--Part I
8. Introduction to the Short Story--Part II
9. Small group techniques
10. Vocabulary and spelling
11. Critical thinking
12. Comparisons
13. The novel
14. Library Use
15. Non-fiction
16. Magazine
17. Creative Expression
18. Poetry
19. Drama as a mirror of life
20. Drama as a performed art

21. Mass media
22. Current film, play-into the community
23. Letter writing
24. Business forms

(#7-24 need not be done in sequence. The completion of any six of these units equals a semester of credit for the transcript print-out. 2nd, 3rd, 4th semesters are completed in this way.)

25. Basic American Unit--Part I
26. Basic American Unit--Part II
27. Basic English Unit
28. Basic World Unit

(#25-28 equal the 5th semester credit for non-college prep students)

COLLEGE PREP UNITS

All require completion of certain prerequisite basic units--those units containing concepts or skills needed for the specific college prep unit. None, however, require the completion of the entire basic sequence (vertical and horizontal learning sequence movement).

5 American Units (out of a minimum of 10-15 available)
Three of these must be in a specific genre (novel, poetry, drama, short story, etc.) Two in thematic areas.
Equals 5th semester credit.

5 English Literature Units (Same as above)
Three in genre, two in thematic.
6th semester credit.

5 World Literature Units (Same as above)
Three in genre, two in thematic.
7th semester credit.

5 Communication Units (2 composition and 1 small group unit required)
Choice from advanced units in all communications units listed in the basic sequence--term paper, the essay, research skills, critical thinking, film, magazine, creative writing, small group discussion--advanced skills and evaluation.
8th semester credit.

ENRICHING SEQUENCE (Usually applies toward a major in English)

Each teacher offers one or two special interest seminars each week. These seminars may be in areas of special interest to the teacher--their special areas of training and study, or of special interest to the students, based on requests by student groups (minimum of 10 per group); or based on the feedback obtained from interest survey forms given each June in preparation for the coming year.

1. Advanced Placement Course--Comparative Literature (min. 2 sem.)
   Offered on a three-year cycle.

2. Film Analysis and Production (min. 2 sem.)
3. Creative Writing (min. 2 sem.)
4. Shakespeare (9 weeks)
5. Seminar in an American Dramatist or Novelist (6 weeks)
6. Seminar in an English Novelist, or Dramatist, or Poet (6 weeks)
7. Novel Readings Seminar (9 weeks)
8. War in Literature (6 weeks)
9. Love in Literature (6 weeks)
10. Searching--The Question of Life and Death in Literature (6 weeks)
11. African Literature (6 weeks)
12. Others requested by teachers or students may be arranged.

SEMESTER EQUIVALENTS

1st Year	Basic . . .	6	6
2nd Year	Basic . . .	6	6
3rd Year	Col. Prep. .	5 Amer.	5 Eng.
4th Year	Col. Prep. .	5 World	5 Communications
5th Year	Major (Enriching).	5 EU	5 EU
		or Advanced Placement Course or Enriching Seminars	

Job Description of the Professional Teacher

(Model Schools Project) (Developed for use of the faculty)

A. Responsible directly to Departmental Vice Principal

B. Director of Facilitator of Learning

1. Directs appropriate utilization of instructional aides, clerks and teacher assistants.
2. Plans supervision of students and provides for security of learning materials, and audio-visual aids.
3. Acts as departmental consultant to approximately 200 students in his/her own subject field.
4. Prepares and presents or moderates large group presentations and small group discussions.
5. Responsible for design and updating of learning sequences, units, and learning prescriptions.
6. Provides continual diagnosis, prescription, and evaluation of student progress.

C. Teacher-Counselor to 30-35 students

1. Responsible for advising counselees regarding daily schedule, use of time and resources, and learning goals.
2. Serves as an interested, adult friend to each counselee assisting him with school and routine personal problems.

(Serious discipline and psychological problems should be referred to the student's Vice Principal-Supervisory Counselor.)

3. Assists counselees in setting and preparing for college and/or vocational goals.

D. Typical weekly schedule will include 35 hours (70-30 minute mods) of professional activity:

1. Formally scheduled (approximately 15 hours - 29-33 mods)
   a. Large Group. . . . . 2-4 mods
   b. Small Group. . . . . 16-18 mods
   c. Supervision. . . . . 1 mod
   d. Lunch. . . . . 5 mods
   e. Breaks. . . . . 5 mods

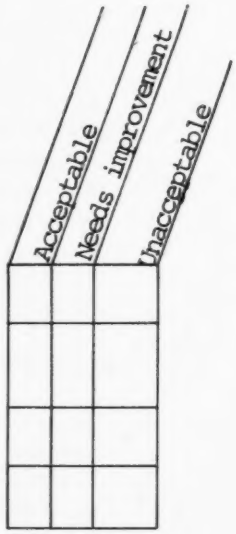
2. Subject Consultant (approximately 12 hours - 21-29 mods)
   a. Directed study, content discussions, seminars - varies
   b. Diagnosis, Prescription, Evaluation (DPE) - varies
   c. Department Meeting (after school) - 2 mods
   d. Curriculum development (after school) - 2-6 mods

3. Teacher-Counselor (approximately 8 hours - 15-20 mods - 5 after school)
   a. One mod per counselee every two weeks.
   b. T-C group meeting each day, 5 minutes.

Critique of Learning Prescription

(Format Developed by the School)

Evaluator should check the appropriate box after each statement. Items with asterisk (*) must be checked as acceptable for the learning prescription to be approved. Minimum total of checks required for each section is listed at the bottom of that group of statements. Only checks in the acceptable column should be counted.



A. Format and Directions

* 1. Title page clearly states the title, identification number and weighting of the unit.
* 2. Title page clearly states the department, subject area and program designation of the unit (basic, college prep, etc.).
* 3. Title page specifies any prerequisites for the unit.
* 4. Directions and procedures for completing the prescription are clear.

5. Location of special equipment or supplies is clearly detailed or listed on separate information sheet.
6. Prescription follows the same order and sequence as this critique.
7. Pictures, cartoons, graphs, or colored paper are utilized when appropriate.
8. Prescription does not exceed 2 or 3 pages.
9. Learning prescription is neatly typed, grammatically correct, and geared to appropriate reading level.

Total checks (✓) for Section A ☐ Required Minimum: 6

B. Concept Focus

*10. Main idea, skill or attitude is listed in declarative form.
*11. Component ideas, skills or attitudes relate logically to the main concept.
12. Component parts are listed in logical sequence.

Total checks (✓) for Section B ☐ Required Minimum: 2

C. Behavioral Objectives

13. Objectives specify exactly any conditions required of the student.
*14. Objectives specify the learning outcome or behavior (not subject matter) required of the student.
*15. Objectives employ a verb that specifies definite observable behavior.
*16. Objectives suggest several learning outcomes that reflect the higher levels of taxonomy (analysis, synthesis, evaluation, value system, etc.).
*17. Objectives specify minimum level(s) of student performance.
*18. Objectives consistent with the main and component ideas.
19. Objectives reflect the needs and/or interests of the students.
20. Objectives reflect learning concepts and skills that are applicable to new situations and thinking.
21. Objectives stated precisely so as to be relatively free of overlap.
*22. Objectives achievable within a reasonable period of time (two weeks), not including remedial work.

Total checks (✓) for Section C ☐ Required Minimum: 8

D. Multiple Activities, Methodologies and Resources

*23.	Learning activities include a variety of activities, media and materials.			
*24.	Required activities are carefully distinguished from the optional.			
*25.	Students instructed to select only those activities they individually need.			
*26.	Learning activities are related directly to behavioral objectives and clearly labeled.			
*27.	Performance of any one of several designated activities will lead the student to the specific behavioral objectives.			
28.	Learning activities are interesting and enjoyable.			
29.	Learning activities permit student-formulated alternatives.			
*30.	Several non-print learning activities allow for variations in student learning style (filmstrips, records, tapes, video tapes, charts, etc.).			
31.	Teacher-prepared materials are available as references or work sheets.			
32.	Learning activities are weighted to denote levels of difficulty.			
33.	The teacher is listed as a principal resource-at least when an activity requires special materials or guidance.			
34.	Suggested learning activities include work experience and/or forms of community service.			
*35.	Learning activities include differing methodologies wherever appropriate (large group, varying small groups, independent study, lab, observation, research, etc.).			
36.	In at least one activity, the student can verbalize or discuss the components of the unit.			
*37.	Suggested learning methodologies include supervised, directed study for the more dependent learner.			
*38.	Content-oriented seminars and discussion groups are required following the more significant units (students sign up when prepared).			
*39.	Remedial activities are available for students who need additional or alternate work to achieve a given objective.			
	Total checks (✓) for Section D			Required Minimum: 13

Quest - Suggestions for Breadth and Depth Work

*40.	Quest work is listed and is possible at any stage of a unit or following a unit.			
*41.	Quest suggestions lead the learner meaningfully beyond the main idea of the unit and are not just busy or added work.			
42.	Quest is optional and provides for student formulated alternatives.			
*43.	Quest work is credited--the academic level and amount is clearly specified.			
	Total checks (✓) for Section E			Required Minimum: 3

Evaluation

*44.	Pretest is diagnostic, enabling the teacher to prescribe appropriate activities for the learner.			
*45.	Pretest is an alternate form of the post-test and permits the learner to challenge the unit for credit. (More comprehensive pre-tests are available to permit challenge of a sequence or course).			
*46.	Self-test allows the learner to evaluate self-progress and completion of the objectives of the unit.			
47.	Self-test is included with the prescription and can be completed and scored by learner without teacher assistance.			
*48.	Post-test is criterion-referenced, measuring the unit conditions, behavioral objectives and level of performance.			
49.	Post-test includes, whenever appropriate, essay questions in addition to those of the objective-type.			
*50.	Alternate forms of evaluation, if required, (oral testing, student self-grading, special projects, etc.) are clearly listed.			
51.	Test items in all forms of evaluation regularly reflect the higher levels of the taxonomy.			
52.	A critique form is available to permit student evaluation of the effectiveness of the unit.			
	Total checks (✓) for Section F			Required Minimum: 6

Sample Basic Unit

(In rough draft stage, ready for critique process given on previous pages)

BASIC UNIT #17--EXPERIMENTS IN CREATIVE EXPRESSION

PreTest

Present a complete work you have written to your English consultant. This work may be a short story, or personal collection of poetry, or a one-act play, or journal of personal experience entries, or large group script. If your work is approved by your consultant, you may be credited for this unit by having the consultant fill in the proper spaces below. (See Post-Test).

The consultant may also ask that you share your work with a seminar group, for feedback and evaluation before he fills in your credit on the form below.

Note: Some large group presentations are acceptable as credit for this unit, as well as credit for college prep. "Creative Expression" Units. This credit is subject to the discretion of the English consultant.

Post-Test [separate sheet]

This evaluation form must be presented to your English consultant at the beginning of the seminar in which you present two exercises and one journal entry to the group for feedback. The consultant will fill in the form and complete your credit for the unit.

Student's Name_____
I.D. Number_____
T.C._____
English Consultant_____

Credit for Challenge of Unit:

Description of Challenge entry

_____

_____

_____

Consultant Evaluation of entry:

_____

_____

_____

Unit Grade:_____ Consultant Signature_____

Seminar Evaluation

Consultant Comment On:_____

Exercise One_____

_____

Exercise Two_____

_____

Journal Entry_____

_____

Unit Grade:_____ Consultant Signature_____

Student Evaluation Sheet: [separate sheet]
Student Name_____ID_____TC_____

English Consultant_____

1. What elements of this unit were most helpful to you in developing basic skills in creative expression? Be specific and say why.

_____

_____

_____

2. What elements of this unit were most interesting for you?

_____

_____

_____

3. What elements of this unit were least helpful in your development of creative expression?

_____

_____

_____

4. What elements of this unit were least interesting for you?

_____

_____

_____

5. What would you like to see added to this unit? Be specific and say why.

_____

_____

6. What would you like to see deleted from this unit? Be specific and say why.

_____

_____

LEARNING PRESCRIPTION FOR UNIT 17

Statement of the Idea

This unit is designed to provide you with the opportunity to experiment with the expression of ideas, reactions, and concerns of personal interest to you in your daily living. The topics you will select for your entries need not be limited to these themes found in the literature you have read this year or the research done in other English units. Rather, these entries should reflect your awareness and insight into the world of today and life around and within you.

Component Ideas

The unit is divided into three parts:

1. A daily journal, consisting of sixteen entries, one per day for sixteen days - not necessarily consecutive.
2. At least one work session in which a group experiments with techniques that will develop an awareness of objects and people around them (gathering the raw material of creative expression).
3. Writing of two specific exercises, based on techniques of awareness developed during the work sessions. These two exercises, plus one entry from your daily journal, must be presented to a seminar group for feedback and evaluation.

Behavioral Objectives

1. The student will demonstrate his ability to express his thoughts, feelings, and insights into the world around him and his own life, as well as his ability to share these insights with others (communication in written form), by keeping a daily journal and reading one or more entries from it to a group seminar for feedback and consultant evaluation.
2. The student will demonstrate a development in awareness of the visual, factual, auditory, and other sensory qualities inherent in the everyday objects around him. He will demonstrate this awareness by writing two or more exercises (based on the awareness exercises developed during the consultant work session), and by reading these exercises to a seminar group for feedback and consultant evaluation.

Learning Activities

1. Suggested entries for Daily Journal. The student may choose any of the entry ideas suggested below for his journal entries. The same type of entry may be repeated several times, if desired.

    a. Have a discussion with a friend, or a group of friends,

regarding some event of the day. Write a journal entry reflecting impressions of this discussion, or some new insight into the event gained through the discussion.

b. Stare at some familiar object until it begins to look unfamiliar or strange. Write an entry reflecting your new awareness of this object - aspects of which you have never seen before.

c. Observe some object--in nature, in school, in your home, or in your community--and describe your feelings about this object--of what it reminds you.

d. Make a study of types of people by observing people in various situations such as in the cafeteria, in the gym, in the halls, in large groups, etc. Observe people in grocery stores, at bus stops, at airports, on the street, or at theaters (field trips to airports, etc., may be arranged through a consultant, if desired by a group of ten or more). Study the loners, the gregarious, the way people eat, walk, talk (body language). Write an entry describing your reactions to or insights concerning one or more of the various types you have observed. No real names or personal references are to be used in the entry.

e. Take a present mood which you are experiencing--reflective, excited, bored, frightened, lonely, happy, depressed or satisfied--and write an entry reflecting that mood.

f. Choose a specific color; study it for a while. Write an entry describing your reaction to it: for instance, why you like it, why you dislike it, or of what it reminds you.

g. Same directions as "f," only using a type of line, or a geometric shape - a study in abstract form.

h. Choose some event or social problem of current concern in the world today. Write an entry reflecting your thoughts or feelings regarding this event or problem. Your entry may reflect your own point of view, using yourself as narrator, or you may create a fictional character, and have him present his point of view.

2. Enroll in a group "Work Session" with your consultant for one mod (minimum of ten students per group). During this seminar, you will be expected to read to the group one or more of your journal entries (Activity One) and any two exercises specially prepared for the seminar (based on Activities One or Two). Your consultant and seminar group will then comment upon your progress and future potential in creative expression.

In preparation for the seminar, each student should obtain a post-test evalution sheet, and a student-course evaluation sheet from the English Department's Records Office.

1. Fill out the Student Course Evaluation Sheet before the seminar.

2. Give the completed Student Course Evaluation Sheet and the Post Test Evaluation Sheet to your consultant at the beginning of the seminar.
3. The consultant will fill out the Post-Test Evaluation Sheet for your final unit grade and will return both your evaluation sheets to the Records Office for you. The Records Office will then process your unit credit. Pick up your grade receipts within a week.

Enriching Work

1. See College Prep Units in Communication Section
2. Enroll in Creative Writing Seminar (2 semesters)
3. Produce a large group presentation for the English Department

Bibliography (All these may be found in the English Resource Corner--Reserve Shelf)

Crysalis--Creative Writing Booklets from spring of 1972
Typog--Creative Writing Magazine
Samples of student work, creative writing class of 1971-72. Individual ditto copies on Reserve Shelf.

RETRIEVAL-DISSEMINATION CENTER

Jack Bech, State Department of Education

What Is Eric?

Innovative methods, new media, and improved curricula are being developed in classrooms everywhere. These activities and educational research are going on at such an unprecedented rate that it is impossible for educators to keep informed of what is happening in education. To provide access to such information, the U.S. Office of Education, several years ago, established an Educational Resources Information Center (ERIC) in Washington, D. C. To gather documents for ERIC, a network of specialized centers, or clearinghouses, was created,also. Presently, there are 19 clearinghouses located throughout the country. Each specializes in a critical topic: teacher education, science and mathematics, educational management, reading, and others. Leading educational specialists in each clearinghouse acquire current educational documents which they evaluate, abstract, index, and list for ERIC. Over 1,000 documents are added to the ERIC system each month. In addition, each clearinghouse produces newsletters, bulletins,

interpretive summaries, research reviews, and bibliographies.

ERIC documents include research and evaluation results, descriptions of exemplary programs and practices, and reviews of current ideas in education. The 70,000 documents in the Center cover the entire range of education topics from early childhood education to university and adult education.

Each month ERIC gathers the documents selected by the clearinghouses and transfers them to computer tape. The Government Printing Office, using these tapes, compiles and prints ERIC'S monthly journal, "Research in Education" (RIE), which announces new educational literature. The computer tapes for each month are added to the master ERIC tape from which copies can be made for purchasers. Original documents from the clearinghouses are transferred to the ERIC Document Reproduction Service (EDRS). Each page of every document is photographed in preparation for microfilm or pamphlet-like distribution.

With RIE as a guide for locating current documents and EDRS as a supplier, ERIC offers an extensive collection of current, significant, educational reports at a rate of approximately 12,000 documents per year. In addition, information about the published literature appearing in 570 educational journals is made available monthly in CIJE ("Current Index to Journals in Education"). In a year, CIJE provides an index to over 15,000 articles.

Oregon's Retrieval-Dissemination Center

Oregon is one of three states to be granted funds by the U.S. Office of Education for conducting a pilot project in the dissemination of ERIC document information. A retrieval-dissemination center has been established at the State Department of Education office in Salem. It has the entire ERIC collection of documents on microfilm and each month receives RIE and CIJE. ERIC computer tapes, belonging to the center, are located at OTIS in Eugene.

The aim of the Retrieval-Dissemination Center is to make available to Oregon educators, and other interested persons, the information contained in ERIC documents. Two model, local dissemination centers have been set up in Lane and Umatilla IED offices. Each has a full-time field agent who works with educators in each county helping them to define their problems and find possible solutions in ERIC materials. It is hoped the dissemination of such information will bring better educational practices at the classroom level without the usual trial and error procedure. George Katagiri of the State Department of Education is project coordinator. An experienced staff works under his direction.

In addition to the field agents in Lane and Umatilla counties, there are a number of part-time field agents in other IED offices.

These have been trained in workshops conducted by the Center personnel. The work of field agents compares to that of agricultural field agents. They go to schools and help teachers and administrators to define their problems. They then write the center for an information package on the problem topic which is compiled and returned to them in from one day to three weeks. Such a package, in a blue cover and entitled "New Directions," contains abstracts of all documents on a given subject in the ERIC file. If a complete document is then needed, the agent orders a microfilm of it. Similarly, direct requests from individuals are met by the center.

A microfilm can only be read in a micro-reader. These are available from the IED offices with field agents. The readers are delivered by courier truck direct to teachers requesting them. The State Library also has micro-readers for loan. They are available for use in college libraries, the State Library, and the Retrieval-Dissemination Center.

A microfilm is the property of the person requesting it and is furnished without charge.

The Center also distributes books and educational journals on request.

Who Can Use ERIC and How Do They Go About It?

School administrators can use ERIC documents to identify new and significant educational developments or to apply new management tools and practices to local situations. Teachers can use ERIC to obtain the latest information on preservice and in-service training, to learn about new classroom techniques and materials, or to discover "how-to-do-it" projects for personal and professional development.

Researchers can use ERIC to keep up to date on research in their field of interest or to obtain full-text documents on research. Information specialists can use it to compile bibliographies and summaries and to locate and order documents for local information centers. Professional organizations can use ERIC to assist members in keeping abreast of research in specific areas of education. Individuals involved in any aspect of education can use ERIC.

ERIC facilities are located at the State Department of Education office, the libraries at Oregon State University, Portland State University, Southern Oregon College, and the Northwest Lab.

On the following pages is a summary of ERIC services in Oregon. When making requests at any of these facilities, please observe the following instructions.

I. What should be included in your request
   A. Client's name
   B. Client's position

C. Name of school, phone number, address
D. Grade levels
E. Do you want general research, specific methods, a bibliography, sample projects?
F. Information statement of the problem. Every problem needs a verb.
G. Tell us what you want to do, and what you need.

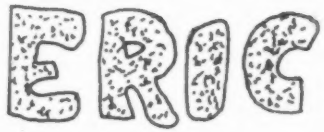
II. Sample Requests

A. An easily interpreted request (from a junior high school counselor regarding diagnostic tests of student motivation):

> I have been asked to make a presentation on diagnostic tests of student motivation at the Clackamas County IED in-service meeting on October 8 and would like your help gathering information and data on the subject.
>
> If you could get me any information regarding tests of self-concept or motivation with pertinent research, I would greatly appreciate it. I am especially interested in . . .research information; validity and reliability studies, etc., in the University of Maryland's Self-Concept as to Learner Scale.

B. A difficult request to interpret (from a junior high school teacher, teaching field unknown, purpose unknown, problem not defined):

> . . . Do you have any materials available concerning Africa, Asia, and Eurasia; the areas covered in 7th grade social studies? I teach creative writing and literature. Any material on writing techniques and literature concepts would certainly be appreciated.
>
> My husband teaches P.E., Health and Drivers Education. Do you have any information on Drug Abuse, Alcoholism, Tobacco Usage, First Aid Techniques and Driving Education?



(EDUCATIONAL RESOURCES INFORMATION CENTER) SERVICES IN OREGON

CONTACT	LOCATION/PHONE	SERVICES AVAILABLE MICROFICHE / SEARCHES		COSTS	TOOLS AVAILABLE RIE / CIJE / OTHER			NOTES
Ed/Psych Division	EUGENE. UNIVERSITY OF OREGON LIBRARY 686-3074	none	manual, by USER	none	x	x	x	Some hard copy ERIC titles are available
Stuart Smith	EUGENE. CLEARING-HOUSE ON ED MGT. (UNIVERSITY OF OREGON LIBRARY BLDG.) 686-5043	none	computer	$45.00	x	x	x	Cooperates with CASEA. See next entry. Computer searches allow 2 days
Connie Hixon	EUGENE. CENTER FOR THE ADVANCED STUDY OF ED ADMINISTRATION. LIBRARY (HENDRICKS HALL) 686-5171	all	manual, by user	none	x	x	x	Microreader printers available to print from microfiche; 10¢per page printed
Julie Martineau or Maggie Rogers	EUGENE. SPECIAL ED INSTRUCTIONAL MATERIALS CENTER (CLIN.SERV.BLDG.) 686-3585	tchr. ed. reading, media/ tech, exc.child early childhood	manual; aid with S.F. computer searches	none	x	x	x	Use fiche in library. Allow 2-4 weeks for San Francisco search. Use fiche in library
Jack Bech	SALEM. RETRIEVAL/DISSEM-INATION PROJECT, OREGON BOARD OF EDUCATION 378-3566	will reproduce microfiche	computer & manual searches	none	x	x	x	Available to Oregon educators K-14, any education topic. Reader-printer available to project staff
Stana Smith	SALEM, OREGON STATE LIBRARY. REFERENCE. 378-4274	loan for a month	manual, by user	none	x	x	x	Cooperates with Project above

CONTACT	LOCATION/PHONE	SERVICES AVAILABLE MICROFICHE / SEARCHES		COSTS	TOOLS AVAILABLE RIE / CIJE / OTHER			NOTES
Kathy Green	PORTLAND STATE UNIV. LIBRARY 229-3685	all	manual, by user	none	x	x	x	Use in the library.
Dorothy Alexander	PORTLAND. NORTHWEST REGIONAL ED LABORATORY 224-3650	all	manual, by user	none	x	x	x	Use fiche in the library. Reader-printer available for limited use.
Reference Division or Bonnie Young	MONMOUTH. OREGON COLLEGE OF EDUCATION 838-1220	exc. child	manual, by user	none	x	x	x	OCE Library has indexes; microfiche located in Special Ed. Dept. A few titles from Early Childhood and Reading.
Reference Division	CORVALLIS. OREGON STATE UNIVERSITY 754-3331	all	manual, by user	none	x	x	x	Use in the library.
Reference Division	ASHLAND. SOUTHERN OREGON COLLEGE 482-6445	on loan through school librarians	manual, by user	none	x	x	x	Use in the library.

COUNSELING IN A SMALL HIGH SCHOOL

Lee Brittenham, Hood River Valley High School

The Hood River Valley High School's counseling program began four years ago with extensive in-service and planning. Today, two years into the program, they have an exemplary program of career(s) preparation.

The program provides counseling for every learner through the use of guidance resource people and "guides." Guides are staff members who provide daily guidance in course selection, career information, and group process.

It is my belief that guidance is an important key in all areas of education, especially in high school, because during high school some very critical decision-making processes begin. The counselor and counseling program can provide some of the resources necessary for that decision making.

Counseling and guidance can be made effective only if the counselor acts as a consultant and spreads his effectiveness as far as possible.

Education at best limits choice early in a person's life. Effective education can create more alternatives and hold options open longer.

Dr. Keith Goldhammer's definition of basic careers fits the total concept of education and is one we should consider. He says that a person is either a producer of goods or a renderer of service, a member of a family group, a participant in the life of the community, a participant in the avocational activities of society, and a participant in the aesthetic, religious, and moral careers of the community.

A curriculum and process that facilitates this definition will serve the total individual, and counseling is an integral part. Teachers can become an active part of a functioning guidance program through the resources available to them.

The following job performance requirements for a guide (teacher) and a counselor are from the Hood River Valley High School counseling program materials.

Job Performance Requirements

GUIDE

1. The guide will keep standardized records of guidee progress as defined in the operational plan.
2. The guide will--
   a. Help the guidee establish cluster goals.

b. Work out long-range module assignments for each guidee as shown in the cluster outlines.

3. The guide will communicate guidee progress to parents, learners, and staff as defined in the operational plan.
4. The guide will identify and communicate self-defeating behavior (attendance problems, attitudes, etc.) to guidee, staff, and parents.
5. The guide will be able to understand standardized tests used in diagnosis through the use of his guidance resource person.
6. The guide will meet his guidance resource person as defined in the operational plan (once every two weeks).
7. The guide will, through group and individual activity, facilitate involvement of guidee in the school.
8. The guide will be a source of career information.
9. The guide will facilitate student government activities.
10. The guide will carry out administrative communications as defined in the operational plan.
11. The guide will follow procedures for the following as defined in the operational plan:
    a. Scheduling
    b. Attendance
    c. Parent contact
    d. Individual conferences
    e. Standardized guide records

COUNSELORS

The Counselor shall:

1. Be assigned a division of guides and will assist guides in guide activities by:
    a. Consulting on learning problems of the guidees as requested by guide.
    b. Recommending instructional strategies to meet individual needs of learners.
    c. Guide records will be reviewed bi-weekly during the first two months of school, on request of the guide and when specific information is needed. Example: Senior progress at semester and twice during the last month of school.
2. Communicate with learners and their parents according to district and Hood River Valley High School attendance procedures.
3. Confer with learners upon request of learner or guide on learning, discipline, and personal problems.
4. Consult with guidance director on all cases where outside referral may be required. Outside referrals should be in accordance with district procedures.
5. Assist learners in establishing placement goals and coordinate placement of learners with the counselor responsible.
6. Coordinate learner financial aid applications for higher education with counselor responsible.
7. Diagnose aptitudes, interest, and achievement of all learners new

to the school, and assist learners in conjunction with learner's parents in the establishment of a career preparation goal.

8. Through the use of standardized or special tests and follow-up studies, assist the Associate Principal in measuring the effectiveness of the Hood River Valley High School's educational program.
9. Diagnose readiness of learners desiring entry into a baccalaureate program through the administration of standardized college entrance exams.
10. Provide instruction in mental health and other areas dealing with human behavior not to exceed 20% of time allotted.
11. Through the use of a community career information resource file, information from the Department of Labor, and career information pamphlets, provide career information for the use of learners and develop a program for its use. Serve as a consultant to staff and assist them in developing career information performance objectives and learning activities in their modules.
12. Maintain records of skill levels achieved by learners following graduation or leaving school.
13. Serve as a guide to learners assigned.

SCHEDULING FOR THE IMPROVEMENT OF INSTRUCTION

Larry Dale, Oregon State University

It is difficult to write briefly on such a complex and pervasive subject as scheduling for one runs the risk of being misunderstood or of doing an inadequate job for the readers. This paper is a synopsis of the presentation made to those persons attending the Small Schools Summer Institute. It is, therefore, directed to those educators in small schools who are primarily concerned with individualizing and improving instruction. Hopefully, those attending the session can, by memory, fill in any gaps which seem apparent. I shall endeavor to (1) underscore the importance of scheduling, (2) consider factors upon which schedules should be developed, (3) offer some suggestions for making some minimal changes, and (4) point out a few truisms of scheduling.

Developing a school schedule is usually a yearly and often-times dreaded task. Building a schedule is in itself difficult; developing a schedule which pleases the entire staff is next to impossible. As a result, the typical administrator often continues to use a schedule which has worked fairly well in the past. It is much simpler and less anxiety-producing to continue with what has been, for the problems

are known.

In many schools, large and small alike, scheduling is taken for granted--simply arranging classes to accommodate a six, seven, or eight-period day and making sure that such things as lunch and study hall are included. Frequently, the scheduling task is assigned to teachers or counselors. The administrator then stamps the schedule with his approval for building schedules does take time and it is not exactly fun. Some administrators simply state they have more important things to do.

The thesis of this presentation, however, is that the administrator ought to consider scheduling as one of his most important jobs for the schedule is the formal representation of the school's priorities. The schedule is the vehicle through which a school implements its attitudes, values, and educational priorities. Of course, the unwritten curricula* apparent in the everyday operation of the school does also. A brief example will illustrate what I mean. If the school values control and the known, then the schedule will generally be a very traditional approach with 50-minute (or thereabout) classes meeting daily with one teacher usually assigned to 20 to 30 pupils. There will be little variation in routine, and the main problem will be building a schedule with few class conflicts. In short, the schedule will follow a tried and true pattern. Or, if a school feels that learning is critically important and that the schedule should be built upon such factors, then the schedule will be such that classes may meet for differing lengths of time and with varying sized groups.

I am not arguing here for one schedule over another; the point is that we must ask ourselves some important questions. Questions which we may have failed to ask ourselves as we undertook scheduling in the past.

I think we need to carefully consider what schedules mean by asking the questions: Who or what determines our schedule? Who or what should determine the schedule? Let us turn briefly to the first question, Who or what determines the schedule? The answer is varied--tradition, habitual-thought patterns, state laws, locality, staff requests, even custodians or secretaries. Most frequently the question is answered by tradition or habit. It is extremely difficult for us to think differently about things, especially schedules and schooling. We really are creatures of habit! We will return to this consideration.

But now, let us tackle the question, who or what should determine the schedule? If we believe that the principal purpose of the school is to effect learning, then we ought to build schedules and organize

* For an excellent overview, see Norman V. Overly, ED., The Unstudied Curriculum: Its Impact on Children, Association for Supervision and Curriculum Development, Washington, D. C.

instruction based upon what we know about learning. Or, if we believe that schools ought to be developing persons who are self-directed and responsible, then we ought to organize our schools in such a manner that it is more likely that these outcomes occur.

And what do we know about learning? We know such things as--

- Learning is more effective when the learner is actively involved.
- Some learning tasks take more time than others.
- People learn in differing ways, styles, and rates.
- Intrinsic motivation is generally superior to extrinsic motivation.

We could go on and on.*

And what do we know about developing self-responsibility? We know such things as--

- People need to have the chance to be responsible for their time.
- Persons need time to relax, to plan, to think. Students need to be given the opportunity to do so.
- Self-responsibility is not fostered by continual supervision.

If we develop schedules which attempt to accommodate one or all of these principles, then our schedules will probably be developed to provide for such things by--

- Allowing pupils to get actively involved--learning by doing, wherever this may be appropriate.
- Having classes of different time periods, e.g., chemistry classes which allow students to complete their work without interruption.
- Having facilities arranged for different sized groups of pupils--from large group areas to independent study areas.
- Attempting to provide resources which accommodate the different ways pupils learn and providing the opportunity (time) for student usage.

* For a good source which provides a comprehensive listing of learning principles, see Ernest R. Hilgard and Gordon H. Bower, Theories of Learning, Appleton Century Crofts, New York, 1966.

If we think about it, then, our schedule tells people what we feel is important. A schedule should begin by asking, "What are we trying to do in this school?" "What do we consider to be really important?"

As a result of many visitations to small high schools throughout Washington and Oregon, I have been struck by the fact that small schools generally mirror their large school counterparts. Small school operations--schedules and the like--look very much like those in larger schools. But small schools have unique possibilities which large schools do not have--fewer students, teachers who know all the students well, pupils who know all the other pupils. I think that small schools ought to take advantage of these possibilities. And certainly, if the desire of the school is to individualize instruction, administrators of small schools ought to be thinking about how the schedules can facilitate the individualization of instruction while at the same time capitalizing upon the unique possibilities afforded by the smallness of the school.

I should like to state rather emphatically at this point that individualized instruction can occur under any kind of schedule, but freeing up schedules and building upon principles of learning ought to better accommodate the purposes of individualized instruction, i.e., learning at one's own rate, following one's interests, etc.

Each school has its unique problems, advantages, and constraints making it impossible to render pat solutions to solve particular scheduling problems and to emphasize particular educational principles and philosophies. But there are some scheduling ideas which might provide a starting point in developing a school schedule which begins to more adequately and appropriately accommodate individualized instruction. Making some changes often results in seeing other possibilities. Additionally, staff members are less threatened when changes are not perceived to be particularly severe. Here, then, are some possibilities which could get you started:

- Consider scheduling a period of time for school-wide independent study. For example, by shortening passing-times and periods by a few minutes, you might schedule an hour each day for such purpose, or every other day, or one day per week.

Period

1
2
3
4
5
X - A scheduled school-wide hour for independent study
6

- Consider scheduling like or complimentary classes back-to-back. This type of scheduling permits the formulation of teams, large groups,

small-group instruction as well as possibilities for interdisciplinary curricular practices.

```
1
2 - U.S. History )  Team - 2 teachers
3 - Literature   )        same pupils
4
5
6
```

- A possibility for keeping weekly class time the same, but allowing for a longer period of instruction once weekly would look like this:

M	T	W	Th	F
1		1		1
	1		4	
2		2		2
3		3		3
	2		5	
4		4		4
5		5		5
	3		6	
6		6		6

- Use the rotating schedule concept, which allows pupils to enroll in an extra class by shortening his other classes to four periods per week, to provide time for individualized study projects.

M	T	W	Th	F
1	2	3	4	5
2	3	4	5	6
3	4	5	6	7
4	5	6	7	1
5	6	7	1	2
6	7	1	2	3

- If you are considering shortening the number of days a class will meet, free up your thinking by forgetting about the week being of five days duration (a five-day cycle.). Think in terms of a six-day week (a six-day cycle). Hence you can accommodate class time equitably.

- One of the advantages of a small school would be the development of a modular schedule generated by hand. With few students and faculty, a computer is not necessary.

These are but a few ideas to introduce different ways of thinking about organizing instruction. With further experimentation and some good, creative thinking, other more venturesome and appropriate schedules can be developed. One of the chief deterrents to creative thinking is the problem of habit which was mentioned earlier. We

find it difficult to entertain such notions as--

- Many classes do not need to meet daily.
- Many classes do not need to meet for the same period of time.
- The teacher is no longer the principal source of knowledge.
- Lunch periods need not be at the same time or that pupils are only hungry from 12:00 to 12:45.
- Some students and teachers can (I like this) begin school earlier--all students do not have to begin or end at the same time.

There are numerous other habitual thought patterns which we have learned from going to school and conducting schools. We need to ask if there are other ways of organizing instruction which are in accord with educational research. Then we need to have the courage to set about the task. We must keep in mind, however, that changing a schedule will not necessarily change what goes on in a school. If special instruction and in-service are not provided, teachers will continue to teach as they always have.

Finally, there are two condiderations which are important. First, do not be afraid to ask others for help. Intermediate Education District personnel can be of help; college and university people are usually happy to be called on; and other schools are generally happy to share their knowledge and experiences. Second, do not justify doing nothing by shifting the blame to others. Some administrators continue as they have done by saying that the State Department of Education will not allow changes, that the community will not stand for change. My experience as a director of curriculum in a secondary school has been that the State Department of Education is eager for change to occur--they simply require that you present some evidence that the change has been well thought out. Parents welcome change if they are kept informed of the purposes and developments. We need to stop looking for excuses and start doing!

AN INDIVIDUALIZED VOCATIONAL BUSINESS PROGRAM

Greta Horlacher, Cove Union High School

The role of the business teacher is shifting from that of lecturer or content disseminator to that of director of learning or manager of learning experiences. This makes it imperative for the teacher to find new avenues of learning--to adopt and adapt instructional materials and learning systems that can best lead the student from where he is to where is he capable of being.

A significant number of students who are attracted to vocational business subjects in high schools appear to be those whose scholastic aptitudes and achievements are limited. Such students need much preparation if they are to achieve success in their office career choices. The answer lies in the individualization of learning. It is only through the use of individualized materials, instruction, and appropriate hardware that we can give every student a real chance for success. Donald Syngg and Arthur Combs in their book Individual Behavior said, ". . .learning, like all other experiencing and behaving, is an active process which results from the efforts of the individual to satisfy his needs." It is the responsibility of the business teacher to deal effectively with the individual differences which characterize all learners.

Individualization means not one-to-one teaching but supplying tasks appropriate to the individual--tasks which help the student to succeed and go on to build upon success. When a student is turned on, he becomes an independent learner at whatever level his native endowment permits.

The secretarial/clerical program at Cove High School, where I teach, stresses student development, responsibility, and self-discipline. The program also emphasizes personality development, business ethics, and acceptable work habits. Students should be prepared at the completion of the core curriculum with marketable, job-entry-level skills and attitudes.

The Cove High School program is unique in that many of the girls in the program come from the Valade Girls' Ranch, a foster home for disadvantaged girls. Before being placed at the Valade Ranch, many of these girls have attended as many as three high schools in a year. Therefore, they have not had an opportunity to integrate the knowledges, skills, and attitudes necessary for vocational competency. For this reason, a specially developed program of individual instruction was developed as a vehicle of integration. This approach was designed to incorporate all the functional as well as peripheral skills and knowledges of clerical/secretarial work and to reveal where remedial efforts were necessary.

Initiation of the Program

The following steps were taken to initiate this program of individualized instruction in vocational business courses:*

- Overall goals of the units of study within a course were determined and made available to the students.

- Broad goals were reduced to operational terms indicating exactly what the learner was expected to know, do, or feel as a result of instruction.

- Final performance was described in performance objectives.

- Skills, knowledges, and attitudes necessary to meet performance objectives were spelled out.

- When a student interrupted his progress through a lack of understanding or skill level, the teacher, in conference with the pupil, determined what was required for efficient job handling and provided for remedial training. This remedial training was provided through student-teacher interaction or discussion, resource books, and taped instruction.

Evaluation

Evaluation of student performance is provided in a number of ways:

- Each unit or project in the course offers an opportunity for critique and evaluation. Each component of the course is evaluated in terms of its expected performance. This information is used to make adjustments in the system to assure continued efficiency.

- The instructor by observing each student's performance and reviewing material produced keeps an up-to-date record of the accomplishments of each individual.

- An important part of the program is the evaluation form which is completed for each individual and is vital as a prerequisite for advancement in the course.

Records

Some type of record must be kept to monitor student progress through an individualized program. At Cove High School, I developed three such instruments. I am now in process of modifying or changing some

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* Outlines of vocational business courses offered at Cove Union High School, are available on a loan basis from OSSP.

of these records. I kept a daily progress record for each individual, and a large progress chart was kept on the bulletin board for planning and control. Students kept a personal record of their progress, also.

The importance of keeping adequate and appropriate records cannot be overemphasized. These records should be developed to meet the needs of the individualized program in each school.

Learning Materials

To enhance the learning process, a rich educational environment should be provided to insure that no learner's progress is thwarted by lack of resources or experiences. At Cove High School, textbook-workbook combinations, practice sets, films, group projects, pamphlets, study guides, field trips, resource persons, and discussions are typical devices utilized in the program. Mini-lectures and discussion activities are initiated by the teacher where clarification of certain topics is necessary. Future plans include the use of cassette recorders. A totally simulated office is planned for the future as funds are available.

As a result of the individualized program at Cove, some students were placed on jobs during spring term. One student received college credit for advanced placement at Eastern Oregon College in the secretarial science program.

Individualized instruction has my whole-hearted endorsement as the means for providing students with responsibility for a good final product.

Summary

The teacher must engage in extensive prior planning for an individualized program. The following techniques were employed to develop a program of individualized instruction in business at Cove High School:

- Performance objectives, as well as learning activities and requirements to meet these objectives, were written and made available to each student.
- Evaluation instruments were developed.
- Up-to-date records were kept.
- Small group interaction, large group interaction, mini-lectures, and discussion on a one-to-one basis were also used.
- A resource center of learning materials was provided.

The teacher listens, observes, suggests, evaluates, records, and gives approval while the student selects, directs, and evaluates his program and plans ahead for his own growth.

List of Articles on Individualized Instruction

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PLANNING FOR THE FUTURE

Ben L. Jones, Chemeketa Community College

Choosing a career is one of the most important decisions people make because they spend forty or fifty years of their lives, and half their waking hours, earning their daily bread. That is why it is important that choices be carefully planned and based on interests, abilities, study habits, and attitudes.

It would be wise for students to start thinking about their future, by the ninth-grade level. This involves taking into account their strengths, interests, and aptitudes and exploring the occupations that might suit them. Later, when it becomes necessary to make a decision, it will be based on facts.

There are over 20,000 different kinds of jobs requiring varying skills, training and temperaments.

In order for students to discover concepts about their life styles, consideration should be given to questions such as: Who am I? Where am I going? How will I get there? The Ohio Vocational Interest Survey is a data-people-things approach to interests. The General Aptitude Test Battery gives an accurate indication of abilities. The Brown-Holtzman Survey of Study Habits and Attitudes is helpful. In addition, a student should take a personal inventory considering what things he has done to any degree of success, what things have been performed in an exceptional manner, and what things he dislikes doing.

After a student has indications of his interests, aptitudes, study habits, and attitudes, he needs to examine the following options:

- Community Colleges
- Four-year colleges, state and private
- Private vocational schools
- Apprenticeship programs
- Military service
- On-the-job training
- Civil Service

Guest speakers, films, records, and filmstrips are necessary to explain each of these choices in a clear-cut manner. When the case has been presented for each of the various options, then more students will choose the right occupations for the right reasons.

THE LIBRARY: A KEY TO INDIVIDUALIZATED INSTRUCTION

Elizabeth Parker, Librarian, James Monroe Junior High, Eugene

Libraries have always been concerned with the individual. The needs of the individual student and the individual teacher are reflected in the collection of media found in the library--a collection that is kept current by the additions of new material and the discard of outdated material. An awareness of what is happening, both in a particular school and in the field of education, is needed to do this.

Librarians need to communicate achievements and concerns with other librarians because of their unique position within the school framework. A sharing of ideas reveals what others have done in innovative programs and problem solutions. The purpose of the librarians' meetings at the 1972 OSSP Summer Institute was to fill this need.

Discussion ranged from administrator support, to book loss, to student involvement. It was agreed that administrator support is necessary for a strong library program. A strong program needs both materials and adequate facilities. Both of these depend on realistic budgets and careful planning.

Book loss is a problem in all libraries. Some thoughts on curtailing this include an appeal to students, through their student newspaper , that shows book loss in dollars and cents against budget allotments for library materials. Money spent for replacements cannot be spent on new materials. The group concurred that rigid security invited more book theft than a more relaxed attitude.

Catalog cross references are helpful in leading students to the materials available to them. The purchase of commercial cross reference cards such as those produced by the Woods Library Publishing Company is a help to a librarian who is adding these to the card catalog. They eliminate the time consuming job of typing catalog cards, but they do require checking Sears subject headings to determine which headings have been used in that particular library.

Much can be gained by visiting other schools to see how their libraries function. A list of schools throughout the state that have been selected for their exemplary library programs can be obtained from Lyle Wirtanen, Library Specialist, Oregon Board of Education. Lyle can also be consulted about other school library matters.

Membership and active participation in the Oregon Educational Media Association keeps the librarian informed as to media happenings in Oregon. The annual fall conference has fine displays of new materials as well as informative and inspirational meetings.

A strong library program directed by an energetic and informed librarian is undoubtedly the best resource a school can have. Remember,

libraries are the original learning packages.

Sources of Information

Lyle Wirtanen, Library Specialist, Oregon Board of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310

Oregon Educational Media Association, 748 Pearl Street, Eugene, Oregon 97401

Woods Library Publishing Company, 12131 S. Elizabeth Street, Chicago, Illinois 60642 (Woods Cross Reference Cards cost $30)

A CLUSTER PROGRAM IN MATHEMATICS

Clifford J. Taylor, Hood River Valley High School

Many of us remember situations in our mathematics classes where 25 per cent of the students were able to master, if we were lucky, practically all of the material, 35 per cent were able to get some of it, and the balance were forever lost. There wasn't much that we could do about it.

If we accept the premise that individualized instruction is providing learning situations that best suit individual learning styles, we must offer the following:

- Experiences with a variety of learning styles. One style may be more appropriate in a given situation than another.
- A wider range of material in mathematics
- A realistic grading procedure so that the student will know how he will be evaluated
- An ongoing orientation program as to where mathematics might be used or enjoyed. Some sources are films, posters, contests, clubs, and outside speakers.
- Means by which the program can be quickly revised whenever it is not working

As a model, I will give you a quick overview of the Hood River Plan and our particular mathematics program within the master plan. You

may receive information about the program by writing Charles Bowe, Principal, Hood River Valley High School, Hood River, Oregon. We find that visitors need to stay with us at least three days before they begin to see what is happening.

Our integrating factor is the cluster. Each student is assigned, after undergoing testing and conference, to one of eighteen clusters each of which has a suggested program to be followed in his three years of senior high school. All of the courses in all departments are in units called modules (mods). Each module is equivalent to one-tenth of a year course.

In mathematics, we place the student in the appropriate mathematics course based upon tests and conference. The student is given credit as he finishes each module. This could produce a stringing out of a class rather quickly. It has been our experience that grouping is almost a necessity if any kind of control is to be maintained. We have accomplished this in geometry by bringing together two classes with two instructors. By dividing the classes into four groups with each one operating at its own rate, we are able to have group brainstorming and input sessions.

Our module outline does not follow the usual packet form. We provide a daily work schedule of seventeen days in which a student should be able to complete the module in the appropriate time. However, the slower groups cannot maintain this pace and use it as a check list for completions.

When the work load is completed and checked by the student, it is submitted to the instructor for his acceptance or rejection. A point system is established for each module so that the student knows how many points he may earn for it. He then is tested and must pass with a minimum of 70 per cent, 80 per cent in some cases, before he receives credit and is allowed to move on to the next module in the series.

Some distinct advantages in using such a module system are as follows:

- The student is frequently tested and must pass before he is allowed to go on or receive credit.

- The student can rapidly exit to a more appropriate module if he is wrongly placed.

- No D's or F's are given. The student receives only A's, B's, or C's.

- There are opportunities for picking up credit for side excursions in mathematics; for example, mathematics and music.

- A student can take a longer time to finish a module.

Some things to watch for in using modules are the following:

- Unless groups are carefully maintained, a class tends to fragment making it difficult for an instructor to give complete direction.

- Paper work such as record keeping will double or triple.

- There is a tendency for poorer students to drop to about a two-thirds pace even when the curriculum is simplified. This may produce public relations problems for the teacher.

- Three or four versions of each test are required because considerable retesting has to be done.

- Writing time for teachers to develop the mechanics of the system, either in the summer or during the school day, is a necessity.

- Initiation of the program may result in increased costs.

- Either adult or student aids are required if only one teacher is involved in a particular program.

- Small schools will have to rely on audio-visual aids. Many schools desire individualization, but fail to provide necessary equipment.

TEACHING GENERAL MUSIC BY THE LEARNING PACKAGE METHOD

Harold Withnell, Seaside Public Schools

The learning package method allows each student in a class to cover certain material at his own pace. In my general music class at Seaside, I used six packages* which were to be completed by the end of the nine-week grading period. The packages were given to each individual student. At the beginning of the grading period, all students started on package #1. Soon some students were ready to go on to package #2 while others

* Learning packages for music developed by Mr. Withnell are available on loan from OSSP. These packages are in process of revision, but might be helpful to anyone preparing such learning packages. It is Mr. Withnell's belief, that teachers should make their own packages.

were still on #1. As soon as the student took the post-test for package #1, he went on to #2.

Because of the experimental nature of the learning package method, I kept a running account of what happened to students and teacher during the nine weeks.

Observations From The Student Viewpoint

- Learning packages put the student on his own.
- Pressure to get the work done comes from within the student.
- Students get ahead and do some listening on their own time.
- Discipline problems revolve around use of equipment and getting along with other students.
- Problem students don't bother anyone but themselves.
- Good students have a chance to work at their own speed.
- Students have a difficult time working without grades. They have a hard time understanding what completion of work for credit means.
- Students have much more time to themselves--they set up their own work schedules.
- Some students, under pressure to get the work done, start to take short cuts, such as copying from someone else.
- Students like the package method. Not one student involved in the nine-weeks work preferred the daily assignment method.

Observations From The Teacher Viewpoint

- The teacher's role changes completely.
- Slow students get a fair share of the teacher's time.
- Learning packages seem to get the job done. Music packages have been going home. This has never happened before.
- Teacher is allowed time to help the individual student and to get to know each student better.
- Teacher becomes a resource person.
- Teacher does no formal classroom teaching except as packages prescribe.

- Class atmosphere changes. The teacher is only there for direction. Students are informal.

- There is still need for structure. Question arises as to what behavior to accept and what not to accept.

- It is difficult to change the teacher's role. If the package is any good, the teacher, during the class hour, seems to have very little to do. The hours of preparation pay off.

- Bookwork, such as recording grades, is not as time consuming.

- Learning packages take discipline out of the student's grade.

- When classes are interrupted for other school activities, the progress of the class working with packages does not stop.

- The packages <u>really work</u>, and the teacher must learn how to teach all over again.

- Teacher can expect that some students will take advantage of the situation.

Features Of The Learning Package Method In Music

<u>Grading System</u>: The student gets an "A" for completion of all packages. If all packages are not completed, there is no credit given. If a student hands in an incomplete package, he gets it back to complete. If the post-test is not answered correctly, he gets it back to correct. He must have all answers correct. Some students may get a package back two or three times.

<u>Preparation</u>: The teacher is really prepared because it takes ten to twenty hours to develop a package. There is no more teaching off the top of the head.

<u>Attitude</u>: Learning packages develop an educational atmosphere among the students. The classroom attitude is one of real learning being done. Every student is treated as an individual and accepted at face value. The student is not able to settle for a grade of "C" or "B" with just part of the work done since the emphasis is on completion of all work needed for credit.

<u>Conclusion</u>: The learning package method really works. Students like it, and the teacher is well prepared. The learning package method has had a spectacular success in general music classes at Seaside. If we mean what we say, that a student must be able to stand on his own feet, to work on his own, to accept responsibility for his education, and to be a functioning individual in today's complex society, the learning package method <u>is the only way to fly</u>.

APPENDIX

Institute Participants By District

ALSEA
- Mary Bray
- Linda Carper
- Crystal Kabler
- Sharon Kinoshita
- Kathleen Koskella
- James Mullenix
- Sandra Wells
- Lucille Woods

AMITY
- Diana Hilton

ARLINGTON
- Sherron Adams
- Kenneth Burdick
- Joe Burgett
- G. B. Frost
- Ellen Hanson
- W. C. Hickerson
- Lewis McDonald
- Sharon Mercer
- Bernice Struckmeier

ASHLAND
- Selma McAlaster

ATHENA
- Tricia Boylen
- Dan Cogswell
- Lee Coughenower
- Eileen Kennedy
- June McCorkell
- Kathleen McCullough
- Connie O'Harra
- Frances Remillard
- Judy Ann Severin

AYRSHIRE, IA
- Cliff Slykhuis
- Linda Slykhuis

BAKER IED
- Lyla Eddy
- R. O. Eddy

BANDON
- Marguerite Allman
- Peggie Briggs
- Frances Ann Jones
- Alice Lucas
- Lowell Lucas
- Vickie McCreery
- Otis Murray
- Careen Pierce
- Sally Russell
- Jean Shine
- Emma Sorenson
- Kathryn Tiffany
- Irene Willett

BONANZA
- Joannah Chapman
- Frances Koertje
- Mrs. Petrasek

CAMAS VALLEY
- Chas. Wiltse, Jr.

CASCADE LOCKS
- Carol Atherty
- Marien Burger
- Sandra Hann
- Grace Hansen
- Carol Irving
- Mary McCulley
- Tom Nash
- Rogers Wheatley

CENTRAL LINN
Ruth Lawhon
Gerald Mullen
Doris Newton
Sara Rothfuss
Robert Simkins
Jon Westerholm

CHILOQUIN
Jessie Duley
Darlene Wolff

CONDON
Shirley Alford
Sharron Barstad
Arnim Freeman
Arthur Masters
Jack McIntosh
Martie McQuain
Michael Rothwell
Scott Schroeder
Ted Shadowitz
Grade Stinchfield
Dave Swearingen
Mabel Vaughn
Ferman Warnock

CORBETT
Pearl Barger
Al Giesbrecht
Dean Morrow

CORVALLIS
Joanne Dahl

COVE
Darell Calhoun
Patty Evers
Monte Garrison
Mary Jane Johnson
Marjorie Miller
Esther Voelker
Phyllis Wells

CROW
Mary Berry
Norman Fox
Lorna Marsh
Warren Marshall
Allen Morris

CULVER
Ronald Svenson
Eugene Thoms
Mattie Wells

DAYS CREEK
John Barry
Gordon Clayton
Duane Cummings
Earl Down
Gem Moore
Chris O'Harra

DAYTON
Virgil Adkins
Elizabeth Baltzell
Linda Brown
Bill Buffum
Karen Lynn Burgess
Marlene Burnett
Alice Cambell
Galen Carlile
Bob Collins
Francis Dummer
Florence Gross
Kathleen Guild
Arnie Heimbach
Carolyn Irving
Pauline Niederberger
Viola Nybakke
Nancy Owens
Bernice Payne
Robert Peters
Sybil Seward
Larry Stokes
Deward Sullivan
Penelope Swigart

DAYVILLE
Sam Pambrun

DETROIT
Eunice Garrett
Nannie Harrison

DUFUR
Carol Vergeer
Robin Wagenblast

EDDYVILLE
Arthur Schmidt
Dan Wilson

ELGIN
Sharon Anderson
Ray Blaylock
George Cooper
Joe Estes
Don Hendricks
Bert Sarff

ELKTON
Carl Grimsrud
Laura Mitchell
Bettie Southwick

FALLS CITY
Robert Gertsen

FARMINGTON VIEW ELEM
Alyce Harper

FOSSIL
Duane Barstad

GASTON
Reta Mae Peters

GLENDALE
George Carter
Ednaeyrl Nielsen
Delmer Robison

GRAND RONDE
Emma McClellan

HARRISBURG
Fern Aune
Chris Brown
Merlin Crabb
Vera Follmer
Neva Huff
Gilbert Jones
Mel Larkin
Claribel McDermott
Louise Morse
Mildred Olson
Lucille Sprick
Lucy Susee
Ethel Weddell

HELIX
Evan Ellis
Maxwell Jones, Jr.

HEPPNER
Vi Lanham
Jane Rawlins
Dennis Toney

HEREFORD - UNITY
Cleo Fletcher
Billie Pollard
Bob Savage
John Taylor
Sally Taylor

HOLY NAMES ADADEMY
Sr. Edwardine Mary Walsh

HUNTINGTON
Don Armstrong

IMBLER
Larry Clark

IONE
John Edmundson

JEFFERSON
Lois Killinger
Roy Mogster
Lyle Rilling
Erv Smith

KLAMATH FALLS
Elsina Hawley
Forrest Hawley

LOST RIVER
John Evans
James Ozburn
Dana Quiller
Robert Sauter

LOWELL
Beverly Buck
John Dickerson
Linda Dickerson
John Gustafson
Ruth Millard

MacLAREN
James Allison
Wilhelm Anderson
W. F. Beaty
Charles Berry
Gary Burdg
Frank Chamberlain
Paul Covey
Frank Drew
Faralene Gaither
Blossom Garrison
Jack Graves
Raymond Helfer
F.R. Hinds
Phillip Keagbine
Arthur Keating
Bud Logan
Alex Luna
Anthony Maskal
Catherine Nichols
Steven Nousen
James Osborne
Sandie Palnick
Barbara Pope

MacLAREN (Cont.)
Ravonne Sperle
Leah Valliere
Robert Zuleger
William Zyp

MAPLETON
Margaret Campbell
John Dunn
Irvin Easom
Denny Ellis
Johnny Hale
Gary Hertzog
Martin Johnson
Nina Johnson
Nick Mausen
Dan Scarberry

MARCOLA
John Haller
Barbara Kudlac
Teresa Myrmo
Myrtle Sagen
Elizabeth Seaton
Carol Spicer
Glenda Stender

MARIST HS, EUGENE
Sr. Shirley Krueger

McKENZIE
Patricia Calaway
Roger Crist
Margaret Estenson
Pat Gardner
Paul Gruning
Jean Hosey
Rosemary Kinkead
Chas Reinwald
Nancy Smedstad
Pat Steele
Rheta Wiebke

McMINNVILLE
Evelyn Johnson

MERRILL
Virginia Clough
Paul McKillop

MILL CITY
Gerald Gibson
Albert Glover
Thomas Grant
Fred Gruver
Jeannette Opoka
Judy Parent
Jane Pumphrey
Alice Smith
Bert Wells
Mary Wright

MITCHELL
Kevin O'Neill

MONROE ELEM
Elsie Allen
Larry Bell
Vernon Bittner
Edna Clark
Grace Russell

MONROE UHS
Robert Davidson
Dave Haggerty
Jim Kohl
Dave Leighton
Pat McNulty
Ray Taylor

MONUMENT
Suzanne Carroll
Robert Cockrell
May Hinton

MT. ANGEL
Robert Crowe
Earl Fisher
Mary J. Lang
Marveen McCready
Irv Miller
Kathy Turnquist

MT. ANGEL SEMINARY HS
Sr. Regina Kust
Elmer Valkenaar

NORTH DOUGLAS
Yvonne Choate
Dennis Palanuk
Kay Root

OSSB
Mary Breckenridge
Jen Bridges
Mildred Gibbens
Beppie Hello
Mary Rigby

OSSD
Peter Anderson
Wilma Arensmeier
Naomi Goforth
Clarice Goldsmith
Joan LaChapelle
Don Lorenzen
Warren Mason
Ethel McKeon
B. J. Peck
Betty Lou Saabye
Marilyn Salter
Osie Van Santen
Charlotte Shepard
Waneta Speed
Marceil Spitznogle
Patricia Steely
Donna Williams
Sue Wisser

PAISLEY
Doris Aikins
Teressa Foster
Earl Gordon

PERRYDALE
Barbara Bowman
Kenneth Erickson
Patsey Miller

PINE EAGLE
George Fenton
Nancy Gover
Chuck Peterson
Marilyn Peterson
Daryl Robertson
Walter Saunders, Jr.
Leora Sharp
Don Vannice
Velma Weir

POWERS
Bernard Adamson

PRAIRIE CITY
Paula Ball
Susan Dohrmann
Lois Roe Fanning
Muriel Howard
David Lee
Mickey Newton
Donald Parker
Bob Periman
Elizabeth Stanbro
John Stites
Richard Thew
Frances Wilson

RIDDLE
Priscilla Gaedecke
Leslie Jordan
Michael Leichner
Evelyn Mann
Diann McFarland
Theo Price
Tom Roe
Dian Smith
Rita Wigle

RIVERSIDE
Connie Clough
Dan Daltoso

SACRED HEART
Sr. Eileen Brown
Sr. Paula Judkins
Sr. Kathleen Kircher

ST. PAUL
Ron Brown
Eileen Dowler
Glen Ferris
Janet Snow

SHERIDAN
Carolyn Bates
Adeline Bontrager
Lucille Cruickshank
Carole Jones
Darrel Jones
Judi Jones
Grace Leith
Margaret Melonuk
Patricia Potter
Sandra Schuerch
Delaine Schultz
Patricia Scott
Olivia Stout
Etienne Tschanz
William Warwick

SILETZ
Carolyn Brown
Dick Hazel
Shirley Newberry
Dale Plumb

SOUTH SALEM HS
Leah Smith

STANFIELD
Cindy Edwards
Gloria Guthrey
Effie May Houk
Lebron Houk
Ken Manns
Latrelle Smoot
Catherine Spencer
Mildred Vehrs

THE DALLES
Frances Creswell
Kathryn Payne
Dorothy Shank

TILLAMOOK
John W. Blaser

UMATILLA
Francie Hansell
Dorothy Kopacz
Virginia Matz
Delpha Mills
Nancy Paulson
Lewis Welch

UNION
Tom Blaylock
Jim Carlson
Betty Cobb
George Cooper
Mary Jo Lemon
Barbara McMurphy
Mary Rayburn
Everett Stanford
Helen Stanford

U of O
Dr. Arthur Hearn

VERNONIA
Noma Callister
Sandra Carmiencke
Edward Forbes
Sunny Hunteman
Ginger Johns
Jim Johns
Colleen O'Neil
Faith Reynolds

WALDPORT
Jessie Alliger
Carol Fisher
Joe Johnson
Kathy Kieselhorst
George Muss
George Russel
Carol Sutherland
Boyd Swent
Kenneth Thorn
Marva Wickre
Wm. Williamson

WALLOWA
Louise Scott

WARRENTON
Frankie Bergerson
Judy Bigby
Rod Hardin
Georgana Harrison
Elsa Hartill
Carol Hathaway
Dwayne Huddleston
E. W. Moon
Betty Mosar
Marcy Niemi
Sharol Otness
Paul Reimann
Richard Ridout
Kenneth Sprute
Carlotta Strandberg
Hugh Sheehan
Jessie Wallace
Paul York

WASCO
Ruby Godwin
Elisabeth Hill

WELCHES
Dorothy Warner

WESTERN MENNONITE
John Beechy
Carl Swartz

WOODBURN
Jim Pletsch

YAMHILL - CARLTON
Joyce Meek

Institute Evaluation Summary

450 Registered. 246 Evaluations Returned

1. I am 29 an Administrator; 115 an Elementary Teacher; 4 Other
   91 a Secondary Teacher: 3 Art; 10 Business; 6 Guidance;
   9 Home Ec; 18 Lang. Arts; 6 Librarian; 6 Math; 3 Music;
   9 PE/Health; 11 Science; 8 Social Studies; 8 Vocational;
   13 Other

2. To what degree was pre-conference information adequate?
   40 Superior; 126 Adequate; 58 Needs Improvement;
   21 No Comment

3. Please note the value to you of the various parts of the workshop.
   Check the appropriate rating column for each part of the program.

	Much	Some	Little	None	No Comment
Keynote Session	84	83	27	13	36
Panel	80	94	21	4	44
Daily Input Sessions:					
Jim Hargis (Tuesday)	78	114	21	11	21
Dr. Cowger (Wednesday)	70	77	51	15	22
Dr. Georgiades (Thursday)	221	16	0	0	9
Input for Planning (Friday)	109	68	5	3	40
School Team Sessions	44	71	51	24	55
Independent Study	109	76	12	1	46

	Much	Some	Little	None	No Comment
Interest Area Consultants					
Manzanita	73	7	1		1
Connie Georgiades	17	5	2		3
Greta Horlacher	4	3			
Harold Withnell	3				
Bill Georgiades	14		1		
Jim Hargis	13	1			1
John Fessant	3			1	
Sister Judith Royer	15	3			
Chuck Barker	45				2
Jerry Martin	17	3	2		4
Eleanor Cochrane	10				
Urbandale	80	20		1	4
Richard Bliss	12	8			
Cliff Taylor	8	5	3		1
Mariner	3	3	2		1
Larry Dale		5	1		
Herb Nicholson	3				1
Lee Brittenham	3				
Elizabeth Parker	1	2			

Interest Area Consultants (continued)	Much	Some	Little	None	No Comment
Ben Jones	1	3			
John Herbert		2			
Jack Bech	1				
Media Available	71	91	22	4	43
Graduation Requirements	15	47	22	12	125
Fireside Chats	70	45	13	12	105
Opportunity to share ideas with others	182	38	4		19
Social Arrangements	142	44	11	7	46

4. To what extent has the workshop increased your awareness and receptivity to greater individualizing in your teaching?
182 Much; 47 Some; 3 Little; 0 None; 9 No Comment

5. As a result of attending the workshop, do you feel more confident to develop objectives and design programs to meet the special needs of your students?
168 Much; 61 Some; 4 Little; 0 None; 7 No Comment

6. Do you feel you received resources and information necessary to carry out techniques in individualizing?
129 Much; 94 Some; 13 Little; 1 None; 8 No Comment

7. List the workshop activities in priority order on which you would like to have regional and/or statewide follow-up sessions:

Subject Area Evaluation - 4
Input Sessions - 9
Pre-test Materials - 2
Discipline Group Get-togethers - 8
Group Processes for Staff and District - 7
Regional Outdoor Education - 2
Improvise techniques - 2
Developing Learning Packages - 15
Student Progress Records (Progress) - 25
Program Coordinator availability-2
World Education News - 1
Question & Answer Techniques - 3
Regionals Available to all - 4
Administration Problems - 5
Community Involvement - 5
Faculty Involvement - 7
Team teaching Techniques - 2
Behavioral Objectives and other Individualizing Techniques - 26
2 part Workshop: Beginners and Advanced - 2
In-service Meetings using Grade Groupings - 10
Graduation Requirements - 1
Help in Training Teacher Aides - 1
Consulting - 42
Workshop follow-up - 20
Media Dissemination - 25
Technique Sharing - 21
Manzanita Material - 26
Urbandale Material - 8
Non-Grading - 3
Workshop Media - 4
Scheduling - 10
Long-Range Plans - 5
Financing - 1
Contracts - 1
Affective Domain - 4
Cognitive Domain - 1
School teams - 2
Elementary Emphasis - 1
Implementation of Programs - 15
Individualizing in Curriculum Areas - 38

8. How do you rate the summer institute, in general?
144 Outstanding; 2 Very Good; 84 Good; 5 Mediocre;
1 Poor; 10 No rate

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PART 3 STEPS TOWARD GREATER INDIVIDUALIZING: A LONG-RANGE PLAN FOR OREGON'S SMALL SCHOOLS

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STEPS TOWARD GREATER INDIVIDUALIZING: A LONG-RANGE PLAN FOR OREGON'S SMALL SCHOOLS

Overview

As a result of a third party evaluation of the Oregon Small Schools Program (OSSP) in 1971, an intensive effort to individualize instruction in participating schools was undertaken during 1971-72. A long-range plan for implementing individualized instruction in the schools was developed by a consultant in individualized instruction and the OSSP staff.

Entitled "Steps Toward Greater Individualizing," the plan provided activities in four phases or steps. Step 1, Where do we want to be?, called for setting a priority for the project, development of an acceptable definition of individualized instruction, and setting measurable goals. Step 2, Where are we now?, specified the development of a statewide assessment of existing individualized instruction in member schools. Step 3, How shall we get there?, indicated various activities: development of a model assessment guide for local schools, group leader training sessions, recording a video presentation as a preview to a summer institute, administrators conference to explain the degree of local commitment required, regional conferences to explain the summer institute and to initiate long-range plans, and a summer institute. Step 4, How will we know when we have arrived?, provided for continuing evaluation and updating.

The plan was approved by the OSSP Steering Committee and administrators of member schools and endorsed by the State Superintendent of Public Instruction. It conformed to goals for the Program approved earlier by the Oregon Board of Education. (See pages 207-208.)

An advisory team representative of all levels of education in member schools prepared a definition of individualized instruction, listed plan objectives, compiled a glossary of terms of individualized instruction, and approved an administrator's questionnaire and a teacher's preassessment instrument prepared by the project consultant and the OSSP staff.

The assessment instruments were completed by administrators and teachers at twelve regional meetings held throughout the state during the spring. Prior to the regional meetings an administrators conference explained the plan and degree of local commitment required. Group leaders were trained for the regional meetings and summer institute. At the institute, which had a record enrollment, staff training for implementation of individualized instruction was offered in large group, small group, and independent study situations.

During the 1972-73 school year, the OSSP staff will devote the majority of its resources to assisting schools in planning, developing, and implementing individualization on a school-wide basis.

Those schools not wishing to participate will experience, necessarily, less attention than in previous years (Appendix I).

History of the Oregon Small Schools Program

The Oregon Small Schools Program became operative in 1965 when state and federal funds were made available for a small school improvement program. Prior to this time, the Oregon Association of Secondary School Principals and the Oregon Association of Intermediate and County Superintendents each had program improvement committees working with the State Department of Education and the small schools.

The Oregon Board of Education, in 1964, appointed a Small School Advisory Committee to develop proposals for continual improvement of instruction in small high schools. This Committee initiated an improvement program open to all small public and private high schools. A prerequisite to membership was a school self-evaluation using the Evaluative Criteria to determine the strengths and weaknesses of its program.

A Title III, ESEA, grant was received from the U.S. Office of Education on May 15, 1966; a subsequent three-year grant, effective July 1, 1970, expanded the program by including the elementary schools that feed into the member high schools. Participating schools each contributed $50 a year and budgeted money for travel and other staff expenses in attending program activities.

The Program sponsored regional and statewide in-service workshops and summer institutes, administrator and group-leader training conferences, interschool visitations, self-evaluations, consultative services, and helped local districts develop projects for demonstration purposes.

In-service programs during 1970-71 were aimed primarily toward Oregon Board of Education priorities in primary education, adding the fourth "R"--responsibility, and career education. In 1971-72, the main thrust was to promote further individualized instruction in member schools.

Noteworthy member-school activities during the six-years of the program included projects on learning packages, an automated retrieval system, career guidance, a mobile guidance lab, a nongraded language arts program, art by phone, community involvement in subject offerings, innovative scheduling, career education, systems courses, remedial reading, individual and small group research by elementary pupils, a grouped reading and math program for grades 3-6, use of video tapes in elementary reading, high school speech, English classes, and athletics; office simulation in high school business courses; and re-upholstery classes in home economics which culminated in contract work for local residents.

Origin of Long-Range Plan for Greater Individualizing

To obtain an objective measure of its impact on member schools, OSSP engaged Educational Coordinates Northwest to conduct an evaluation in member schools during the three years of the current Title III grant. The first evaluation was carried out during 1970-71. The report of this evaluation was published as Independent Evaluation Report, Oregon Small Schools Program, 1971.* It established baseline data for determining the extent to which the Program was meeting its current objectives. The data covered the extent to which member schools had implemented methodological and organizational changes, the "climate for change" which had been established, and the extent to which the schools were moving toward implementation of Oregon Board of Education objectives. Findings indicated an increase in the variety of teaching methods used, improvement in the climate for change, and some implementation of Board objectives.

A second evaluation Independent Evaluation Report, 1971-72,* was issued in June, 1972. It also established that many of the components of individualizing instruction which had been stressed by OSSP had not been implemented by the member schools to the degree anticipated. The evaluators therefore recommended that it might be helpful for the project to more rigorously define and describe a "model" program for individualizing instruction so that schools could measure their progress against that model. Member schools concurred that this was a basic need. The need was specifically identified as including--

- Development of a detailed and definitive description of a school-wide program of individualizing instruction.

- Development of an assessment instrument by which the schools could analyze their current progress toward individualizing.

- A series of activities conducted by the OSSP to assist member schools develop short- and long-range plans and the subsequent implementation strategies.

As a consequence, a major portion of the resources, time, people, and money, for the 1971-72 project year were reallocated to meet the above mentioned needs of member schools.

When the Oregon Board of Education approved the second year of OSSP funding, August 24, 1971, it approved goals and objectives which encompassed a long-range program for individualizing instruction. These goals and objectives were to--

- Increase member schools' receptivity to new and better ideas in education.

* Loan copy available on request from the Oregon Small Schools Program, 942 Lancaster Drive N.E., Salem 97310.

- Implement new programs and apply new techniques consistent with the Oregon Board of Education priority objectives and with the special needs of their districts.

- Obtain and keep the resources and information necessary to carry out those innovative programs and to apply those new techniques.

STEP 1. Where Do We Want To Be? (Preplanning for 1971-72)

Thus the stage was set for a long-range program: the schools, many of them participants in the project for more than six years, were ready to zero in on individualized instruction, conclusions from the evaluation pointed in this direction, and the Oregon Board of Education and State Superintendent of Public Instruction had given their hearty endorsement.

Don Miller, Director for the Oregon Small Schools Program, had outlined, by the end of the summer, the initial steps that needed to be taken: (1) approval of and involvement in the project of the OSSP Steering Committee; (2) involvement of member schools, and (3) selection of a consultant, preferably an expert in individualizing.

*OSSP STEERING COMMITTEE**

At the September 30, 1971, meeting of the OSSP Steering Committee, Mr. Miller told the fifteen members* that the past year's evaluation indicated the OSSP had never really had a design on paper for individualized instruction. The evaluator had recommended the development by OSSP of an acceptable definition of individualized instruction so the strategies of individualizing in all areas of instruction might be undertaken. Mr. Ray Talbert, Educational Coordinates Northwest, asked the Committee if they felt this kind of activity would be of value. He also proposed that representative people from the member schools, both administrators and teachers, be asked to develop a paper model that OSSP could point to as an individualized program. Then, through project activities, help could be provided in achieving this model. After discussion, the Committee voted to support the creation of a paper model for individualized instruction. Priority for the project was thus established.

The Steering Committee met again on January 21, 1972, and approved the plan "Steps Toward Greater Individualizing," drafted and presented by Mr. Hargis (Appendix A). A revision of this plan (Appendix B)

---

* Sister Eileen Brown, Maurice Burchfield, Mrs. Lucille Dickey, Robert O. Eddy, Evan Ellis, Dr. Arthur Hearn, Dr. James Kearns, Otis Murray, Thomas Nash, Bob Periman, Dr. Bill Sampson, Charles Steber, Ferman Warnock, Charles Haggerty, Lyle Rilling.

had four major steps: (1) to define individualized instruction; (2) to determine where each school was now in individualized instruction; (3) how to attain individualized instruction; and (4) how to know when individualized instruction had been attained.

*INDIVIDUALIZED INSTRUCTION ADVISORY TEAM**

Following the September meeting of the Steering Committee, Mr. Miller set up an Individualized Instruction Advisory Team, representative of both public and private schools and all elementary and secondary levels. Its task was to draft a paper model of individualizing.

The five elementary school teachers, three secondary school teachers, and three administrators composing the Team met January 17, 1972. The purpose was to provide participant direction for Mr. Hargis' plan "Steps Toward Greater Individualizing." Mr. Talbert gave the background for the project. He stressed the need for a written model of what individualized instruction entails in a school, what a school might look like, and a list of activities which the OSSP can do to help schools.

The Team reacted favorably. Their task was then defined as the drafting of a rationale, philosophy, and glossary of terms for individualizing, and some assessment guidelines to aid schools in determining where they were with individualizing.

The Team met again on February 15 to complete its work. Their definition of individualized instruction, objectives for the project, glossary of terms for individualized instruction, an administrator's questionnaire, and a teacher's preassessment form are carried in Appendices C, D, E, F, and G of this publication. (The consultant and OSSP helped in drafting the questionnaire and preassessment instrument.)

---

* Sister Eileen Brown, Principal, Sacred Heart Academy, Salem; Velva Christensen, primary teacher, Lincoln Elementary School, Vernonia; Roger Crist, vocational teacher, McKenzie High School, Finn Rock; Cleo Fletcher, reading teacher and elementary supervisor, Hereford-Unity; John Haller, language arts teacher, Mohawk High School, Marcola; Darrel Jones, seventh and eight grade math teacher, Chapman Grade School, Sheridan; Robert Sauter, Principal, Lost River High School, Merrill; Leora Sharp, language arts teacher, Pine Eagle High School, Halfway; Ferman Warnock, Superintendent-Principal, Condon; and Lucille Woods, fifth-grade teacher, Alsea; Mont Smith, social studies teacher, Monroe Elementary School.

CONSULTANT ACTIVITIES

Mr. Miller, following the September meeting of the Steering Committee, also engaged a consultant, James W. Hargis, Career Specialist, State Department of Education, to help design and implement a plan for the Program and its member schools.

Although Mr. Hargis was a career consultant with the Board, his experience was not limited to career education. He had extensive experience with individualizing at the elementary, secondary, and college levels. He had been serving as a private consultant on individualized instruction around the United States, and had almost completed a book on individualizing.

As project consultant, Mr. Hargis had three responsibilities: to develop a plan for implementing individualized instruction in Oregon small schools; to make a presentation on individualized instruction at regional meetings of small school personnel; and to head the 1972 summer institute on individualized instruction.

In speaking to the Steering Committee on January 21, 1972, Mr. Hargis said that individualizing was the most difficult concept in education today, that it was not new, and that there is so much material it is hard to know what to select. However, the step-by-step details for planning, implementing, setting long- and short-range goals were lacking. With this background, Mr. Hargis drafted a plan which he called, "Steps Toward Greater Individualizing" and an audit-trail for implementation of the plan (Appendix A). Later he drafted a revised, more graphic audit-trail showing the major elements in establishing (1) statewide direction and (2) local direction for Oregon small schools in the steps toward greater individualizing (Appendix B, page 224).

STEP 2. Where Are We Now? (Preassessment)

The preassessment instrument (Appendix G) whereby teachers of member schools could assess themselves in respect to the individualizing instruction model guidelines was completed by participants in twelve regional meetings. A total of 1,358 such questionnaires were distributed of which 1,070 were returned and processed. A unique feature of the instrument was its suitability for transfer of information to a data storage system. This will permit individual schools or teachers of a particular grade or subject area to evaluate their individual progress towards individualizing.

Data recorded on the completed preassessment instrument is set forth in Appendix O of the Independent Evaluation Report--1971-72. A later tabulation of preassessment results by schools, both elementary and secondary, and by regions is available, also.

Completion of this preassessment instrument met Objective #1 of the project objectives (Appendix D). Attainment of Objectives #2 and #3 was determined on the basis of information obtained from an administrator's questionnaire (Appendix F). (Evaluation for attainment of Objectives #4 and #5 will be made by Educational Coordinates Northwest during 1972-73.)

STEP 3. How Shall We Get There? (Major Activities)

GROUP LEADER TRAINING

On February 16, 1972, thirty-nine teachers attended a workshop organized by the OSSP staff to train group leaders for the twelve regional spring meetings. At this workshop, Mr. Hargis presented the concept of individualized instruction, the OSSP long-range plan, and defined the group leaders' roles in the regional conferences. These trained group leaders formed a panel at the regional meetings, assisted teachers in completing their preassessment, and worked with school groups in setting the individualization goals for their own schools.

On May 19 and 20, 1972, another special training workshop was held to prepare group leaders for the 1972 Summer Institute. Most of the teachers attending were those who had participated as group leaders in the regional meetings. At this session they were trained to work with an individualized instruction package developed by Educational Associates, Milwaukee, Wisconsin.

ADMINISTRATORS CONFERENCE

On March 1, 1972, an administrators conference was held in Salem. Seventy administrators attended. Purpose of the conference was to preview a video tape presentation on individualization prepared by Mr. Hargis for the regional meetings and to discuss the "Steps Toward Greater Individualization." Feedback on the presentation and four-step plan occurred. The invitation to the conference and presentations by the OSSP staff emphasized that the administrator was the key to successful implementation of individualized instruction in his school.

The administrators were enthusiastic about the plan and indicated their commitment to its implementation. They rated the video tape presentation clear and expressed complete confidence in Mr. Hargis' competency. (Specific information in these respects was obtained through an evaluation instrument (Appendix F) completed by the administrators while at the meeting. Those who did not complete the instrument then did so at the regional meetings.)

REGIONAL CONFERENCES

A series of 12 one-day regional conferences was held by the OSSP staff. These regionals were scheduled between March 17 and May 5 for schools in the vicinity of Bandon, Prairie City, Baker, Elgin, Pendleton, Eugene, Roseburg, Boardman, Corbett, Sheridan, Mill City, and Warrenton.

Invitations went to administrators and school board chairmen in all member districts. They were urged to arrange for attendance of their entire staffs, both elementary and secondary. With the invitation was a letter from Dr. Dale Parnell, Superintendent of Public Instruction, in which he endorsed the project and solicited administrative cooperation (Appendix H).

Because many regional meetings were scheduled, it was decided that Mr. Hargis' introductory presentation on the concept of individualizing should be video taped. He wrote the script and tested the presentation with administrators and teachers at two meetings during February and March. He then made the presentation on camera. The video tape served as a catalyst for buzz sessions which followed each showing at the regional meetings.

There were 1,358 educators who attended the regional meetings. They had a buzz session on what is individualized instruction, viewed the Hargis video tape and NASSP slide-tape presentations, preassessed themselves in terms of individualized instruction using the instrument prepared by the Advisory Team (Appendix G), and met as faculties of their respective schools to write the goals for their own schools--the degree of individualizing they wished to accomplish by the fall of 1973 or later. A panel of group leaders was present to explain the plan and work with the school groups. At the close of each regional conference, participants evaluated the meeting using an instrument prepared by the OSSP staff.

SUMMER INSTITUTE

The 1972 summer institute at Willamette University in Salem, June 12-16, was a happening--a planned happening. Registered participants totaled 450 elementary and secondary teachers, librarians, counselors, supervisors, principals, and superintendents. In addition, visitors who came to audit various parts of the program at times increased the audience for general sessions to over 500. This sizable turnout was not anticipated, causing a shortage on Monday of media for independent study.

Otherwise, the institute ran smoothly on a highly individualized format. There were large group sessions of general interest, mini-sessions (small groups) with subject area consultants, independent study time, multi-media learning packages to complete, and a well-furnished media center. All activities, formal and informal,

exhibited a generous amount of humanization, which the participants were repeatedly advised was a necessary ingredient in individualized instruction.

Theme of the conference was "Steps Toward Greater Individualizing," the title given the OSSP plan for expanding the use of individualized instruction in its member schools. Its objectives were to--

- Provide many insights into how individualizing may be done.
- Offer alternate ways in which curriculum can be "packaged" for individualized learning.
- Suggest ways to utilize existing facilities and equipment while proceeding with individualized instruction.
- Identify the key factors in properly implementing a systems approach to individualizing.
- Provide insights into four identified types of individualizing.

Thus the Institute was designed to continue in depth the work on greater individualizing begun at the regional meetings. The institute director, Mr. Hargis, reminded participants at the first general session that what they did during the week should be relevant to their needs and their own programs.

The institute leader was assisted by an institute team composed of Charles Barker, Curriculum Director, Manzanita Elementary School, Grants Pass; Dr. Jerald D. Martin, Curriculum Director, McMinnville Schools; Herb Nicholson, Coordinator of Vocational Education, Hood River Schools; John Fessant, Industrial Arts Specialist, State Department of Education; and twenty-four group leaders from the member schools. These leaders were teachers trained by the OSSP during the spring who had participated as leaders at the regional conferences.

The institute began with a large group session at South Salem High School, the only available auditorium large enough to seat the 500 educators in attendance. Dr. Dale Parnell opened the session with his welcome in which he discussed current problems in education, particularly school finance in Oregon and elements of the teaching-learning process.

Keynoter was Rowan Stutz, Coordinator of the Rural Education Section, Northwest Regional Education Laboratory, Portland, and former coordinator of the Western States Small Schools Project. He discussed various efforts to individualize, assessed the qualities from which they were derived, and offered some suggestions for better individualization processes. He stressed involvement of the community, school staff, and supporting research agencies when individualizing.

The institute leader spoke to the group Tuesday morning. Mr. Hargis gave an overview of individualizing in education and repeatedly stressed that there was more to individualizing than just packages. On Friday, he summarized the institute in terms of the major inputs that had been presented, discussed facilities for individualizing, sources for individualized materials, and four types of individualized instruction: individualized diagnosis and prescription, self-directed individualization, personalized individualization, and independent study. He advised the participants to develop a plan and to implement piecemeal.

A highlight of the institute was the Thursday morning address of Dr. William Georgiades, director of the NASSP Model Schools Program and education professor at the University of Southern California. Speaking from his background of world travel, education-wise, Dr. Georgiades depicted the exciting changes taking place in education in today's world and challenged the participants to bring about systems of schooling that help boys and girls see themselves in positive and meaningful ways.

Dr. Wright Cowger, Willamette University's director of learning resources, used stereo, slides, and other visuals in his thought-provoking presentation on process learning on Wednesday morning.

Since the proposed new high school graduation requirements were of interest to everyone, John Herbert, State Department of Education, conducted a general session on this subject on Tuesday evening and a small group session Thursday afternoon.

All the major speakers were available for small-group sessions and individual counseling. A number of outstanding teachers and administrators from both in- and out-of-state completed the consultant staff. They explained to small groups what they were doing in their schools, and how they implemented their programs. Their presentations were informal. Much of their time was spent helping participants with their planning and problems. This they did both in small groups and with individuals.

There were three consultant teams: Don Pack, Jerry Figg, and Clarice Smith from Urbandale, Iowa; Charles L. Barker, Dale Fallow, and the entire staff of the Manzanita Elementary School, Grants Pass, Oregon (the teachers attended in two shifts); and Kathy Boardman and Ann Kashiwa from Mariner High School, Mukilteo School District #6, Everett, Washington. These teams came from schools in which individualized instruction had been widely implemented.

Other out-of-state consultants included Richard Bliss, Science Coordinator, Racine, Wisconsin; Eleanor Cochrane, Brookings High School, Brookings, South Dakota; Sister Judith Royer, Chairman, Language Arts Department, Pious X High School, Downey, California (a NASSP model School); and Dr. Constance J. Georgiades, Language Arts,

Teacher, Beverly Hills High School. These consultants were all experienced with individualized instruction.

Consultants from Oregon included: Jack Bech, Retrieval Specialist, State Department of Education; Lee Brittenham, counselor, Hood River Valley High School; Dr. Larry Dale, Oregon State University; Greta Horlacher, Business Teacher, Cove Union High School; Ben L. Jones, Counselor, Chemeketa Community College, Salem; Elizabeth Parker, Librarian, James Monroe Junior High School, Eugene; Cliff Taylor, Mathematics Teacher, Hood River Valley High School; and Harold Withnell, Music Teacher, Seaside Public Schools. These people were, in most instances, subject area specialists familiar with individualization in their areas.

In preparation for independent study, each institute participant was assigned to one of twenty-four groups. Each group was lead by an educator trained at the spring workshops. Each participant received the learning package on individualized instruction. In each package, was an individual prescription for the participant prepared by Mr. Hargis on the basis of information the participant had supplied on his preassessment sheet completed at one of the spring regional meetings. Audio tapes, filmstrips, and print materials accompanying the packages and cassette recorders could be checked out at the media center. Participants who wished to do so could draw up a contract to do a project more satisfying to their needs than working through the learning package. Mr. Hargis and group leaders assigned to participants were available for counseling throughout the institute.

Participants (360) who wished to earn three hours of graduate credit could do so by registering for credit and completing their package prescriptions. Since some prescriptions included writing behavioral objectives for a discipline, developing instructional packages, developing a record keeping system, and planning and implementing a continuous progress curriculum, all participants, whether registered for credit or not, were given extended time to complete their packages. Dr. Arthur Hearn, University of Oregon and member of the Steering Committee, was adviser to the registrants.

Because school administrators had been encouraged to send a team of people to continue work on their schools' goals begun at the regional meetings, time was set aside on three different days for teams to meet with or without their administrators. Some teams were instructed by their administrators and/or school boards to complete, by the opening of school, plans (including implementation) for individualizing in their schools. Several institute teams were able to almost complete such plans. Other teams planned to continue their work during the summer. Approximately thirteen hours were scheduled for independent study or team work. Members of the institute team were available for informal firesides each evening. These were well attended with the discussion ranging over many aspects of individualizing.

A well-supplied media center was maintained by the OSSP staff in a central location. Audio tapes for the packages were checked out 202 times; 23 filmstrips, 32 times. Robert F. Mager's books were checked out as follows: Preparing Instructional Objectives, 52 times; Developing Attitudes Toward Learning, 30 times; Goals Analysis, 18 times. Other books on individualized learning were checked out 31 times. Pamphlets and sample packages were checked out 76 times; films (21 available), 34 times. An area for viewing films, filmstrips, and slides and listening to tapes was set aside in a basement area and equipped for these activities. The Media Center of Willamette University was open to participants, also.

Unscheduled meetings were held by specialists in foreign languages, industrial arts, physical education, and art. Consultants were not offered in these areas because preregistration did not indicate an interest in them.

Evaluation questionnaires completed by 246 participants rated the institute as outstanding (144), very good (2), and good (84). Increased awareness and receptivity to greater individualizing as a result of the workshop was indicated by 232 participants; 233 reported they felt more confident to develop objectives and design programs to meet the special needs of their students; and 236 felt they received resources and information necessary to carry out techniques in individualizing. (See "1972 Summer Institute Evaluation" in this Report.)

Nine members of the Steering Committee attended the institute. Some of their comments at their June 23, 1972, meeting were:

> I thought it was tremendous; it is almost unbelievable the growth and response. More than twice as many participants were there than ever before. From the University standpoint, we are delighted to have a small part in it and we think we are helped, as well as the other participants. I have nothing but praise.
>
> I enjoyed it. I was there as a participant. This was my third year. I think everyone on our staff who attended benefited. We will be able to implement some things in our school as a result.
>
> This was the first year our school came as a team. I think this unit system of participating puts the Program in a new dimension as to what we can take back and implement as a new program in our district. We have had teachers' meetings since the Institute to get ready for next fall's inservice.

It was a red letter week for Prairie City. It was the first time we have been involved. I had 11 teachers there, and I had a walking testimony on the campus as to the workshop's success. One teacher really got turned on; she was really excited. The board better be ready for the teachers, because the teachers are ready for the board.

It was good. There were so many people there, and it still remained individualized. I agree on the team aspect. Boards should look at this carefully.

Only criticism I heard of the Program was something I witnessed in the regionals--instructional staff is not going to take any more interest than the administrators do. I think that rather than working on teachers, there is another area of concern.

STEP 4. How Will We Know When We Have Arrived? (Plans for Individualizing During 1972-73)

The Independent Evaluation Report, 1971-1972, contains the following recommendations:

1. Each OSSP member school re-examine its goals as these goals relate to the unique needs of their community.
2. Each OSSP member school continue to develop its plan for "Steps Toward Greater Individualizing" as it relates to the unique needs of its community.
3. Each teacher in each OSSP member school develop in writing a plan he expects to complete by the end of the school year as his part in the "Steps Toward Greater Individualizing."
4. The OSSP Steering Committee and the OSSP staff should allocate the major portion of their resources to the OSSP schools who have stated in writing their plan, its objectives, and its evaluation for moving their organization toward goals of the "Steps Toward Greater Individualizing."

These recommendations were approved by the Steering Committee on October 6, 1972. Accordingly, the OSSP staff plans to devote the majority of its resources during 1972-73 in assisting schools, to plan, develop, and implement individualization on a school-wide basis. (Appendix I, item 4.) This means that they will work largely with schools actively engaged in planning and implementing individualized instruction; perhaps several models will thus be developed. Money for consultative services has been budgeted for each member district in the Program. They also plan a series of administrator meetings, with the first to be held in the fall of 1972.

OSSP objectives for 1972-1973 (Appendix I) state that (1) fifty percent of the participating schools will have initiated implementation of their long-range priorities by June 1973. A summer institute will be held to assist schools in planning the implementation of their long-range priorities. The extent to which participating schools are initiating implementation is to be collected and documented. (2) Schools will participate in a yearly evaluation of on-going programs and reassessment of priorities. The Program will provide evaluation models and basic training in evaluation techniques. A third-party evaluator will collect evidence that such evaluation and reassessment have been done.

APPENDIX A

"STEPS TOWARD GREATER INDIVIDUALIZING"

A plan for providing meaningful experiences and gaining staff commitment in implementing Individualized Instruction in Oregon Small Schools

James W. Hargis
National Consultant on
The Open Classroom

January 1972

Rationale

There is no single standardized approach to individualized instruction. Therefore, the problem now seems to be which approach should an institution, whether it be an elementary, junior high, senior high school, or community college, adopt as their major approach to better meeting the needs of the individual student. Even though flexibility should be exercised in permitting the individual teachers in the local school to adopt and implement the type of individualizing best suited to that teachers background, expertise and means of meeting student needs, it's imperative that the administration exercise initiative to gain total staff support and commitment. Furthermore, the administration needs to provide the cohesive catalyst which joins the staff into a common bond of direction and simple purpose. Just as the administration establishes short and long-range plans for budgets, facility utilization and staffing, they also must establish planning for curriculum strategies. However, in attempting to truly individualize instruction, many changes are set into motion beyond that of the basic curriculum. The curriculum will possibly be changed, along with methods, teacher and student roles, facilities might be altered slightly, and possibly even the grading system. The traditional report cards may be revised and community involvement may increase. These are but a few of the changes which are set in motion when attempting to gain total school involvement in implementing individualized instruction. How the administration and staff majority proceed to accomplish this is undoubtedly a crucial issue and needs careful consideration and planning.

Major Goals

The goal of this project will be to present various means and ways of gaining total commitment and establishing a common direction in the local school.

Each school will document in writing:

1. The degree or extent of individualizing they intend on implementing.
2. Specifically, where they are now in respect to their goal.
3. Short and long-range plans on how they will develop and implement I.I.

And in addition, each participant will, during the workshop, be able to:

4. Individually work on his (or her) identified weak areas of curriculum or techniques relating to individualized instruction.
5. Participate in mini-sessions relevant to their own subject areas. These may be conducted by other national consultants.

MAJOR PHASES

PHASE	PURPOSE
I. Give the fore-runner presentation to a cadre of persons representing the Oregon Small School Regions. Anticipated Date: February 16	Provide a means whereby J. Hargis may become acquainted with the potential audience and also to receive comments from the participants.
II. Develop a video-production as a fore-runner to the summer institute on "Steps Toward Greater Individualizing" Anticipated Date: March 1	Provide a means whereby the small schools director may pre-sent a pre-view of the summer institute.
III. Show the video presentation to the Small School Administrators for their preview and commitment. Anticipated Date: March 6	Provides an opportunity for administrators to decide on their extent of commitment.
IV. Formulate a total plan for providing meaningful experiences in step by step implementation of individualized instruction in Oregon Small Schools. Anticipated Date: March 1 - May 1	To design a plan whereby the local school will not just talk about individualizing, but actually initiate implementation by following detailed steps to gain staff commitment, establish common direction, assess where they are at present, and how they will proceed.
V. Train a cadre of teachers as group leaders to assist in the Summer Institute. Anticipated Date: May 15-16	The anticipated number of participants for the Summer Institute is approximately 300. It will be necessary to have group leaders assist in the conference.
VI. The Summer Institute on "Steps Toward Greater Individualizing For Oregon Small Schools." Anticipated Date: June 12-16	To provide a meaningful way of staff training for implementing I.I.

APPENDIX B

Steps Toward Greater Individualizing: Major Elements in Establishing Statewide Direction for Oregon Small Schools

	Sept 30	Jan 17	Feb 15	Feb 16	Feb 26	Mar 1	Mar-May	June 12-16	1972-73
I. WHERE DO WE WANT TO BE?									
1. Set Priority.	X								
2. Acceptable definition.		X	X						
3. Set measurable goals.			X						
II. WHERE ARE WE NOW?									
1. Develop statewide assessment tool.			X						
2. Implement statewide assessment.							X		
III. HOW WILL WE GET THERE?									
1. Develop a model assessment guide for local schools.				X					
2. Group leader training session.					X				
3. Record video presentation as a preview to summer institute.						X			
4. Administrators Conference to explain degree of local commitment required.						X			
5. Regional Conferences to explain summer workshop and to initiate program.							X		
6. Summer Institute, "Steps Toward Greater Individualizing".								X	
7. Continuing Evaluation & updating.									X

STEPS TOWARD GREATER INDIVIDUALIZING

Major Elements in Establishing
Local Direction for Oregon Small Schools

	Sept 30	Jan 17	Feb 15	Feb 16	Feb 26	Mar 1	Mar-May	June 12-16	1972-73
I. WHERE DO YOU WANT TO BE?									
1. Staff agreement as to future extent of individualizing which should exist.								X	
2. Gain local Board commitment.								→	
II. WHERE ARE YOU NOW?									
1. Initiate local assessment in respect to state model.								X	
III. HOW WILL YOU GET TO WHERE YOU WANT TO BE?									
1. Set local priorities and initiate self-development, i.e. attend OSSP summer institute, other.								X	
2. Implementation. (It is understood some schools have started.)								X	
3. Evaluation and Feedback. Request additional assistance.								X	

STEPS TOWARD GREATER INDIVIDUALIZING

Audit Trail on the Oregon Small Schools Summer Institute (Major Steps)

	Comments
I. Individualized Curriculum - What should it be?	
a. Advisory Team analyzes and documents suggested philosophy, terminology, and assessment guidelines in respect to individualized instruction in Oregon Small Schools.	This could be accomplished by this committee in approximately 2 days. There should be an assessment guide for the overall school as well as a specific one for teachers to use.
b. School team*documents goal of their school and degree of individualizing they wish to accomplish in their school by Fall 1973 or later if necessary.	This could be accomplished during the inservice day after the video production is shown. (Regionals.)
II. Individualized Curriculum - Where are you now?	
a. Each teacher assesses own subjects in respect to guidelines.	Probable summer institute activity.
b. Administration assesses overall school curriculum in respect to guidelines.	Probable summer institute activity.
III. How you will get there.	
a. Each team member develops a short and long-range plan in respect to experiences, training, facilities, equipment, and software.	Summer institute.
b. Administration develops a short and long-range plan to implement total staff individualization.	Summer institute.
IV. How you will know when you have arrived!	
Team develops an assessment for evaluating on-going implementation and revision of individualized programs.	This could be accomplished during the 1972-73 school year in regional conferences.

*A team represents a group of participants from a respective school.

APPENDIX C

DEFINITION OF INDIVIDUALIZED INSTRUCTION

Individualized Instruction is a way of organizing schooling which recognizes that each individual has his own particular background, interests, limitations, needs, learning rate, and abilities. It accepts the importance of cooperation and interaction within a group, and stresses the value of the fulfillment of the individual in his continuous progress through the curriculum.

APPENDIX D

PROJECT OBJECTIVES

1. Member schools will assess themselves in respect to the individualized instruction model guidelines.

2. After completion of the assessment, participating schools will establish immediate priorities for greater individualizing.

3. Participating schools will establish long-range priorities for greater individualizing.

4. Participating schools will implement their individualized programs in respect to their immediate and long-range priorities.

5. Schools will participate in yearly evaluation of on-going programs and re-assessment of priorities.

EVALUATION OF PROJECT OBJECTIVES

Objective 1	Will be evaluated by having each teacher complete the Individualized Instruction Pre-Assessment and return it to the Oregon Small Schools Program.
Objectives 2, 3	Will be evaluated by having the administrators complete the Administrators Questionnaire.
Objectives 4, 5	Will be evaluated by the third-party OSSP evaluation.

APPENDIX E

GLOSSARY OF TERMS FOR INDIVIDUALIZED INSTRUCTION

ADVANCED PLACEMENT. Placement of student in the curriculum accord-knowledge of the subject as demonstrated by successful completion of pre-assessment.

AFFECTIVE DOMAIN. Deals with emotions or feelings. Described by words such as interest, appreciation, enthusiasm, motivation, and attitude.

BEHAVIORAL OBJECTIVE. A behavioral objective describes the intended outcome of instruction. It implies both covert and overt behaviors and an attitudinal change in the student upon completion of the instruction. Used to state the goal of the completed course of instruction. Not to be confused with terminal objective.

COGNITIVE DOMAIN. Deals with thought process. Described by such words as knowledge or understanding.

CONTINUOUS PROGRESS. A curriculum sequenced to provide for continuous step-by-step progression of the individual student.

COVERT. Internalized changes in attitudes towards subjects as a result of an instructional process or lack of it. May or may not be measurable as overt behavior.

CRITERION REFERENCED TEST INSTRUMENT. An evaluation instrument which measures a student's achievement against stated objectives rather than comparing one student to another or to a test group.

CURRICULUM. The series of courses designed to cover the instruction in a designated field. It may refer also to the whole body of courses offered in an educational institution.

EVALUATION. A process whereby the quality of the instructional-learning process as compared to stated objectives is ascertained. Provides input and feedback to guide and modify the program in light of its output. Maintains correctness and consistency of instructional materials while comparing instruction to life's requirements.

EVALUATIVE CRITERIA. Criteria designed to measure each element of a total program. Includes student reaction and response, teacher reactions and recommendations, and suggestions and recommendations of guidance personnel, advisory committees and local administrators. Evaluative instruments assist in determining the quality and relevance of the program to its stated objectives.

GOALS. Stated broad objectives of a course of instruction. Written as behavioral objectives which define student outcomes.

INDIVIDUALIZED INSTRUCTION. Individualized Instruction is a way of organizing schooling which recognizes that each individual has his own particular background, interests, limitations, needs, learning rate, and abilities. It accepts the importance of cooperation and interaction within a group, and stresses the value of the fulfillment of the individual in his continuous progress through the curriculum.

LEARNING PACKAGE. An instructional unit primarily developed for individual student use. Normally consists of a purpose, pre-test, performance objectives, learning activities, self-test, and a post-test. May include information sheets and summaries. Used as part but not all of the individualized instruction learning process.

LEARNING RESOURCES. A variety of media, methods and materials suitable for individual use. Should incorporate several paths for student progress to stated performance objectives.

MANAGER. The role of the teacher as he directs the student(s) toward their stated goals. Involves directing all aspects of the educational process as it pertains to each student. Normally accomplished on an individual basis.

OVERT. Observable and measurable performance of behavior.

POST-TEST. An evaluative device containing test items similar in content to the test items of the pre-test. Its purpose is to determine if the student has reached the criteria level specified by the performance objective(s).

PRE-TEST. An evaluative device to measure the knowledge a student presently has about a subject.

PRESCRIPTION. Used jointly by student and teacher to chart the student's educational path from where he is to where he wants to go.

PSYCHOMOTOR DOMAIN. Deals with muscular movement. Described by such words as adjusts, turns, manipulates, etc.

RESOURCES. The total available media and means for accomplishing an objective.

SELF-TEST. An evaluative device contained in the learning package which the student uses to determine if he has met the performance objective(s) of that particular learning package. Self-test answers usually accompany the self-test.

SIMULATION. Refers to a level of duplication necessary in the instruction-learning environment as compared with the real world of environment.

TAXONOMY. A system of classification into categories to ensure accuracy in communications.

TERMINAL OBJECTIVE. A state goal of task mastery which infers a proper or established procedure for the attainment of the objective. Normally requires overt behavior which is observable and measurable. Specifies conditions under which the performance is carried out and states the criterion level of achievement. Not to be confused with behavioral objectives.

APPENDIX F

ADMINISTRATOR QUESTIONNAIRE

1. Do you have a written total plan for implementing individualized instruction in your school?

2. If you answered no to question 1, but have such a plan for one or more specific disciplines, please list.

3. To what extent will you be able to participate in the total "Steps Toward Greater Individualizing" plan?

Name_____

Position_____

School/District_____

APPENDIX G

INDIVIDUALIZED INSTRUCTION

PRE-ASSESSMENT

This form is confidential and will be used by you and the OSSP only as an aid in determining where you are and how you will proceed in developing and implementing individualized education.

OREGON SMALL SCHOOLS PROGRAM
Oregon Board of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

_____
School

_____
Instructor

_____
Subject(s)

How To Use The

Individualized Instruction Pre-Assessment

This form will help you check on many of the details that seem to be important to help an individualized program be successful. If you wish, sit down with your school administrator and a counselor to fill out the check list.

When you are starting a program you will probably rate mostly in the 1's column. The object of the form is to help you set specific plans for changing. You can't do it by yourself. In addition to changing your own role, you are changing the role of the student. You are putting much more responsibility on his shoulders--help him.

The Assessment column indicates the topic to be considered.

Ratings are from 1 (if you are not now doing the specific item) to 5 (if you do all that is described).

The Present Status column is for honesty time. Describe it like it is.

1.0 STUDENT ORIENTED CURRICULUM

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN
.1 Is 90 percent of your curriculum spelled out in behavioral objectives?	| | | | |	
.2 Are the students provided a list of the specific course requirements in performance terms? [Does not apply to K-6.]	| | | | |	
.3 Are some of your students permitted to set their own course objectives with your counsel? [Does not apply to K-6.]	| | | | |	
.4 Can a student pause (for remedial assistance) and re-enter at any time without being penalized?	| | | | |	
.5 Do you provide some time when each student may choose his activity?	| | | | |	

2.0 OPEN ENTRY/OPEN EXIT

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN
.1 Are students permitted to complete your course requirements, receive credit and exit any time during the year?	| | | | |	
.2 Are students permitted to enter your course any time during the year (which is practical to the school organization)?	| | | | |	
.3 Do you have a means of monitoring individual progression through a specific record chart? This should indicate skills and knowledges possessed by the student prior to entering your class, as well as specific accomplishments during your course.	| | | | |	

3.0 FACILITIES

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN
.1 Do class facilities provide for individual undistracted study?	| | | | |	
.2 Does your classroom have moveable furniture?	| | | | |	

4.0 EVALUATION

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN
.1 Are pretests (written and performance) implemented for advanced study?	| | | | |	
.2 Are students given specific advanced credit, i.e., may enter course at student's own level?	| | | | |	

5.0 ANCILLARY SUPPORT

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN
.1 Are teacher aides used if needed?	| | | | |	
.2 Are <u>all</u> of the counsellors in your school familiar with specifics on how you are, or will be attempting to individualize?	| | | | |	
.3 Are the majority of your administrators familiar with I. I. to back your efforts?	| | | | |	

6.0 RESOURCES - MEDIA

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN
.1 Is AV equipment readily accessible to the instructor?	| | | | |	
.2 Are student-operated AV materials being used?	| | | | |	
.3 Is a subject area resource center readily accessible for acquisition of needed materials?	| | | | |	
.4 Is there a variety of learning experiences for most concepts?	| | | | |	
.5 Is multi-media learning being used?	| | | | |	
.6 Do you have media (such as packages, job sheets, etc.) for the majority of your curriculum?	| | | | |	

7.0 MISCELLANEOUS

ASSESSMENT	RATING 1 2 3 4 5	PRESENT STATUS EXPLAIN
.1 Does your present grading system permit individualized instruction?	| | | | |	
.2 Can you initiate individualized instruction under your present class time periods?	| | | | |	
.3 Are you fully sold on the idea of individualizing your instruction? Explain.	| | | | |	

APPENDIX H

SUPERINTENDENT OF PUBLIC INSTRUCTION
DALE PARNELL

942 LANCASTER DR. NE.
SALEM, OREGON 97310
TELEPHONE: (503) 378-3573

February 25, 1972

To: Superintendents
Principals
School Board Chairmen

Subj: Oregon Small Schools Program Plan,
"Steps Toward Greater Individualizing"

It appears that the small schools in Oregon are providing leadership in meeting their students' needs by implementing individualized instruction on a total school plan.

We endorse this thrust by the Oregon Small Schools Program and encourage your participation in the upcoming spring regional conferences which will give all of your staff members the background for making a school plan to implement individualized instruction to the degree upon which you decide. The 1972 summer institute will expand this effort by providing help in short and long-range planning and giving individuals the opportunity to attend mini courses in strategies and curriculum content.

With your cooperation and enthusiasm, this plan can have implications not only for the small schools, but for all of Oregon.

Dale P. Parnell
Superintendent of Public Instruction

DPP:brm

APPENDIX I

OSSP OBJECTIVES FOR 1972-73

OBJECTIVES	ACTIVITIES	EVALUATION ACTIVITIES
1. By June 1972, 90% of the member schools will assess themselves in respect to the individualizing instruction model guidelines.	1. Select a committee from the membership which will develop the model guidelines. 2. Hold a meeting for member school administrators to explain the 1972-73 program and establish their commitment. 3. Develop the assessment instrument. 4. Conduct a series of 12 regional meetings at which school staffs will complete the assessment instrument and establish immediate priorities.	1. Document the extent to which member schools have completed the assessment instrument.
2. By June 1972, 70% of the participating schools will have established immediate priorities for greater individualization.	1. See #4 for Objective #1.	1. Collect and document the priorities developed by the participating schools.

OBJECTIVES	ACTIVITIES	EVALUATION ACTIVITIES
3. By January 1, 1973, 70% of the participating schools will have developed long-range priorities for greater individualization.	1. Conduct a summer conference to assist schools develop priorities and implementation strategies. 2. Conduct a series of area meetings for planning teams and individual school visits to assist in development of long-range priorities.	1. Collect and document written evidence of the long-range priorities developed by participating schools.
4. By September 1972, 50% of the participating schools will have implemented their individualizing programs in respect to their immediate priorities.	1. See #1 for Objective #3. 2. The specific activities will be defined based on needs identified by schools. The resources of the OSSP will be allocated according to the following design: a. A series of state and/or regional training sessions to meet common needs. b. Allocation of human and financial resources to schools with specific (unique) needs.	1. The third party evaluator will be asked to design an evaluation which will: a. Assess the degree to which participating schools have implemented their programs. b. Identify facilitating and inhibiting forces which have affected the implementation. These factors will give feedback for future OSSP activities.

OBJECTIVES	ACTIVITIES	EVALUATION ACTIVITIES
5. By June 1973, 50 % of the participating schools will have initiated implementation of their long-range priorities.	1. A summer conference will be held to assist schools plan for the implementation of their long-range priorities.	1. Collect and document the extent to which participating schools are initiating implementation.
6. Schools will participate in a yearly evaluation of on-going programs and re-assessment of priorities.	1. Provide evaluation models and basic training in evaluation techniques through written material and/or presentations by consultants at state and regional conferences.	1. The third party evaluator will collect evidence that such evaluation and subsequent re-assessment of priorities have been accomplished.

APPENDIX J

LOCAL GOAL STATEMENT

District (or School) _____

Please state the degree of individualizing you wish to accomplish in each of the following:

District Goal

High School

Elementary School

Curriculum Goals (what areas?)